REPORT RESUMES

ED 016 849 08 VT 004 259

A STUDY OF THE INFLUENCES OF THE FATHER'S JOB AND SOCIAL STATUS ON THE OCCUPATIONAL AND SOCIAL GOALS OF YOUTH. FINAL REPORT.

BY- GRINDER, ROBERT E.
WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0121 PUB DATE AUG 67
CONTRACT OEC-5-85-061
EDRS PRICE MF-$0.75 HC-$5.92 146P.

DESCRIPTORS- *PARENT INFLUENCE, FATHERS, *DROPOUT IDENTIFICATION, COLLEGE BOUND STUDENTS, *SOCIAL INFLUENCES, PEER RELATIONSHIP, MALES, SENIOR HIGH SCHOOLS, POTENTIAL DROPOUTS, *HIGH SCHOOL STUDENTS, PARENT CHILD RELATIONSHIP, STUDENT INTERESTS, COCURRICULAR ACTIVITIES, STUDENT CHARACTERISTICS, OCCUPATIONAL CHOICE, *ASPIRATION, QUESTIONNAIRES,

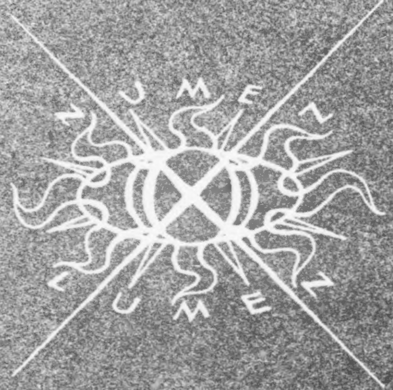
THE MAJOR EMPHASIS OF THE STUDY WAS UPON THE HYPOTHESIS THAT, AMONG ADOLESCENT BOYS, STRONG ORIENTATION TOWARD THE FATHER AND DISINTEREST IN THE YOUTH CULTURE WILL PREDICT INVOLVEMENT IN THE COLLEGE-BOUND HIGH SCHOOL PROGRAM, AND CONVERSELY, WEAK ORIENTATION TOWARD THE FATHER AND HIGH INVOLVEMENT IN THE YOUTH CULTURE WILL PREDICT POTENTIAL DROPOUT STATUS. PROCEDURES INCLUDED (1) ADMINISTERING A SOCIAL INTERESTS INVENTORY COMPRISED OF 100 LIKERT-TYPE ITEMS TO 2,220 11TH AND 12TH GRADE BOYS IN SEVEN HIGH SCHOOLS, (2) ADMINISTERING AN ACTIVITY INVENTORY AND A PEER NOMINATIONS INVENTORY TO 676 OF THESE BOYS, AND (3) ANALYZING SCHOOL RECORDS FOR AGE, ABSENCES, CREDITS, CURRICULA, APTITUDE TEST SCORES, FATHER-PRESENCE, AND FATHER'S OCCUPATION. STATISTICAL PROCEDURES RANGED FROM ITEM ANALYSES TO MULTIVARIATE CLASSIFICATION ANALYSIS. THE MAJOR FINDINGS CONFIRMED THE GENERAL HYPOTHESIS THAT SUBJECTS CAN BE GROUPED INTO POTENTIAL-DROPOUT, GENERAL-PROGRAM, AND COLLEGE-BOUND CLASSIFICATIONS AT AN ACCEPTABLE LEVEL OF STATISTICAL SIGNIFICANCE. INVOLVEMENT IN SCHOOL ACTIVITIES WAS LEAST AMONG BOYS WHO POSSESSED LOW ACADEMIC STANDING, LOW ACADEMIC ASPIRATIONS, LOW FATHER-SON AGREEMENTS, AND LOW FATHER OCCUPATIONAL LEVEL. STRONG YOUTH-CULTURE INTERESTS, AND, TO A LESSER EXTENT, LOW FATHER-ORIENTATION WERE RELATED TO LOW SCHOOL COMMITMENT. YOUTH CULTURE INCENTIVES IN THE CONTEXT OF A FEW SAME SEX FRIENDS SEEMED TO BE GIVEN IMPETUS BY LOW REGARD FOR THE JOB HELD BY THE FATHER FIGURE. IT WAS SUGGESTED THAT AN IMPORTANT ASPECT OF REHABILITATING POTENTIAL-DROPOUTS WOULD BE TO PROVIDE APPROPRIATE FATHER SURROGATES (WORK-ROLE MODELS FOR POTENTIAL DROPOUTS). (PS)

ED016849

BR 5-0121
PA 08

FINAL REPORT
Contract No. OE-5-85-061

A STUDY OF THE INFLUENCES OF THE FATHER'S JOB AND SOCIAL STATUS ON THE OCCUPATIONAL AND SOCIAL GOALS OF YOUTH



August 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VT004259

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A STUDY OF THE INFLUENCES OF THE FATHER'S JOB AND SOCIAL STATUS ON THE OCCUPATIONAL AND SOCIAL GOALS OF YOUTH

Contract No. OE-5-85-061

Robert E. Grinder

August 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

The University of Wisconsin
Madison, Wisconsin

ACKNOWLEDGMENTS

This study was made possible by the cooperation of school personnel and several thousand adolescent boys throughout the state of Wisconsin. School time is an exceedingly valuable commodity, and I am grateful to the many school administrators and teachers who graciously inconvenienced themselves in order that the project might be completed. Also, I want to thank especially:

Donald Augutt
A. J. Barrett
Kenneth Bick
Harry Borchardt
Robert Brill
Win Brockmeyer
Lyle R. Bruss
Don Dean
John Fochs
Robert Gilberts
Clifford Goerke
R. G. Hein
Fred Holt
Gerald Jacobsen
Leslie Johnson
Russell Knapp
James Lake
Gary Lincoln
George Peterson
Frank Pinchotte
Morgan Poulette
Alden Ross
Peter Rozowski
Wilbur Stephan
Donald Sudkamp
Marshall Taylor
Arlyn Vandewater

The research team was comprised of Gary L. Carlson, Susan T. Gonzo, M. Ellen Maxim, Mary G. Porter, Sue A. Porter, Dorothy U. Ratcliff, Rick Sheviakov, Ray T. Sterner, and Debora Thibodeau. Among these persons, I owe a special expression of gratitude to Ray T. Sterner who participated in the project from beginning to end.

Robert E. Grinder

Madison, Wisconsin
August, 1967

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS ii

TABLE OF CONTENTS iii

LIST OF TABLES v

LIST OF FIGURES vi

1. INTRODUCTION 1
   - The Concept of Alienation and Socialization during Adolescence 2
   - Family Relations 4
   - The Youth Culture 7
   - Summary 10

2. METHOD 11
   - Phase I 11
   - Phase II 16
   - Phase III 19
     - The Social Interests Inventory 19
     - The Activity Inventory 20
     - Peer Nomination 20
     - School Background and Family Status ... 21
   - Statistical Analyses 22

3. RESULTS 26
   - Part I 26
   - Part II 36
   - Part III 53

4. DISCUSSION 61

5. CONCLUSIONS AND IMPLICATIONS 68

6. SUMMARY 73

page

REFERENCES.................................. 77

APPENDIXES..................................
A. The Social Interests Inventory........ A-1
B. The Activity and Peer Nominations Inventory........................ B-1
C. School Background and Family Status Form.......................... C-1
D. Response Patterns to the Social Interests Inventory................ D-1

LIST OF TABLES

Table		Page
1	Means, Standard Deviations, Reliability Correlations, and Ranges of Youth-Culture Scales by Columns and Rows	27
2	Means, Standard Deviations, Reliability Correlations, and Ranges of Father-Orientation Scales by Columns and Rows	32
3	Intercorrelations among Rows and Columns for both Youth-Culture and Father-Orientation Scales	35
4	Intercorrelations of Youth-Culture Rows and Columns with Father-Orientation Rows and Columns	37
5	Activity, Peer Nomination, Social Background and Family Status Means and Standard Deviations	38
6	Intercorrelation Matrix of Activity, Peer Nomination, School Background, and Family-Status Variables	40
7	Intercorrelation Matrix of the Criterion Variables with the Youth-Culture and Father-Orientation Scales	49
8	Dropout, General, and College-Bound Means and Standard Deviations for Youth-Culture and Father-Orientation Scales	55
9	Centroids of Groups in Discriminant Space	57
10	Relative Predictive Power of the Row, Column, and Cell Variables	58
11	Predictions Using the Social Interests Inventory	59

LIST OF FIGURES

Figure		Page
1	Distribution of Scores for the Three Columns of the Youth-Culture Scale	29
2	Distribution of Scores for the Four Rows of the Youth-Culture Scale	30
3	Distribution of Scores for the Two Columns of the Father-Orientation Scale	33
4	Distribution of Scores for the Four Rows of the Father-Orientation Scale	34

Chapter 1

INTRODUCTION

The rise of modern society has been accompanied by striking changes in socialization practices. Today, few children and adolescents, on the basis of family or kinship status alone, are able to learn the competitive prowess, poise, and self-assurance necessary to gain desirable adult perquisites and privileges. Educational, religious, economic, and political functions are increasingly absorbed by institutions independent of family control; consequently, the relative importance of the family as an agent of socialization has diminished markedly.

The relative decline of family influence, especially as families have become isolated from grandparents, uncles, and aunts, has created special problems for adolescents. Individuals acquire a mature social identity only after years of continuous dependency on networks of intimate, personal relationships. During childhood, social attachments are usually diffuse, indiscriminant, and based on gross personality characteristics. Rapport is attained more for emotional comfort and security than for satisfaction of specific status, achievement, or sexual needs, etc. Strong dependency is thus engendered during childhood, and its development is intensified by the isolation of families from one another. This dependency fosters the learning of generalized role dispositions and motivates children to adopt parental moral dispositions and to please parents in general. Nonetheless, upon entering school, the child falls under the aegis of alternative reward systems, and excessive familial dependency may heighten conflicts between parental values and those of the wider society. Where societal norms are in flux and codification is unclear, as in activities associated with sex and independence, problems are particularly acute.

Faced with the realization that family resources are highly limited, adolescents have turned to peer group activities and movements. From the German youth organizations early in the century to the contemporary teddy-boy, halbstarke, leder-jacken, stilyagi, and beatnik to the emerging hippies, youth movements have provided significant sources of ideological and semi-political foment. These highly visible refractions of the social scene probably exert less impact upon the total adolescent population, however, than do the ubiquitous neighborhood reference groups that facilitate the transition of interpersonal behavior from home and relatives to peers and wider society.

Opportunities for personal autonomy and responsibility unknown to earlier generations have been created by the changing pattern of relations between families and peer groups. The impact of these changes for either success or failure in socialization is greater than ever before. Thus, the investigation reported herein was undertaken to study the dynamics of family and youth-culture orientations and their relations to adult aims in the wider society. The study has been restricted to a sample of eleventh and twelfth grade boys, drawn from several representative high schools in Wisconsin; all boys were identified either as potential dropout, general program, or college-bound persons and were compared on the basis of interaction between peer incentives and social roles. Specifically, each boy's perception of his fathers' status and effectiveness was cross-partitioned with the father's role in four social situations--at work, in the community, in the family, and with the son. Further, each boy's youth-culture interests in terms of status, independence, and sex gratification were cross-partitioned with his involvement in four reference-group situations--solitariness, few-friends, clique-crowd, and dating. The relative contribution of these groups to predicting membership in the dropout, general, and college classifications was then compared.

In general, weak father and high youth-culture orientation were expected to predict membership in the dropout group, and strong father and low youth-culture orientation were expected to predict membership in the college-bound program. The rationale for this assumption is developed in the following discussions of alienation, family-relations, and youth culture:

The Concept of Alienation and Socialization during Adolescence

Several authorities assert that the hiatus during adolescence between the traditions of the family and those of society result inevitably in alienation (e.g. Keniston, 1960). The conventional meaning of alienation, pertaining to feelings of helplessness and inadequacy, does describe in a general way how strong peer-group involvement relates to father-orientation and high-school academic programs. Youth who are disoriented to adult norms appear indeed alienated, but what appears as alienation may be merely a conflict of interest.

To clarify the concept of alienation as it applies to present-day youth, it is necessary to review its meaning historically. The notion was derived from the belief of George Hegel, an early eighteenth century German philosopher, who held that every man should be free from coercion imposed by others and be allowed to shape his destiny in accordance with his own will (Bell, 1960). The consequences of alienation intrigued nineteenth-century romanticists who extended the concept to include everything that impeded rational decision-making processes. Fauerback, for example, located the source of alienation in religion, and sought to replace metaphysics with humanistic inquiry. Karl Marx rooted alienation in industrialization, a process whereby, he believed, the individual loses control of the products of his labor, becomes a commodity, and forsakes his sense of identity. Marx sought to overcome alienation by abolishing the property system, to humanize work by reducing hours and automation, and to develop leisure activities. Later writers have employed "alienation" to describe mainly the dehumanizing aspects of life in general. Keniston, for example, believes that "the self-alienation of which Fromme and others have written is an alienation of man from his own creative potentialities." Winthrop (1967) expansively believes that the concept encompasses alienation from oneself, the opposite sex, man from fellow men, society, work, nature, and metaphysics.

In contemporary writing, almost all social antagonisms are depicted as instances of alienation. Indifference, or playing it cool in the school classroom, for example, often is seized upon as an indication of alienation. The student who does not accept personal responsibility for his achievement status is said to be the educational equivalent to society's alienated man (Jackson, 1965). Yet the regulative procedures required in the classroom preclude the possibility of complete freedom from sources of alienation. In the classroom, as in any situation where order is imposed, a measure of alienation seems inevitable, and therefore, in this sense, those who insist that alienation is all-pervasive are indeed correct.

Most adolescents, however, alienate themselves selectively. Certain individuals are indifferent to life both inside and outside of school, and their conflict with the system may be total. Such persons generally represent a highly visible minority, and it is from their behavior that many characterize all youth as alienated.

The family, peers, and other agencies compete with the school in helping the adolescent become a productive member of society. Which dominates depends upon the saliency of the particular reward system each controls. Apathy toward adult goals may actually be neglect, resulting from efforts directed elsewhere, for example, to preserve peer status and to maintain a flow of rewards from youth-culture cohorts. An individual who involves himself in the youth culture may seem alienated to family members and teachers; conversely, a person oriented to family and school may appear alienated from the vantage of the youth-culture cohort. Rosen (1955), for example, observed that when peer and parental norms were in conflict, adolescents might be alienated against one or the other, but few were likely to be rebellious against both.

Alienation, therefore, is probably universal, but as an all-encompassing concept describes the feelings of only a few individuals. The basic issue is that of identifying the disassociating dimensions of socialization that contribute to alienation.

Family Relations

Family relations constitute an area in which adolescents are especially susceptible to feelings of frustration, and hence, alienation. Unfortunately, interpretations of parent-adolescent relations have been beclouded by psychoanalytic theory, two aspects of which furnish the basic viewpoint. Anna Freud's formulation of "identification with the agressor" suggests that children, being afraid to retaliate against parental punishments for fear of further punitive action, try to satisfy their parents by acquiring parental characteristics. Another outlook, referred to by Bronfenbrenner (1961) as anaclitic identification, suggests that children strive to become like their parents because they fear loss of parental love. The first view states that identification depends upon aggression, threats, and hostility. The second holds that identification depends upon the child's anxiety over the contingent loss of a positive, affectionate relationship with his parent. The contrasting views have been over-simplified here to emphasize that both facets of psychoanalytic theory, whether identification is predicated upon either punishment or fear, presume that alienation in part characterizes parent-child relations. Moreover, psychoanalytic theory holds that with puberty and the advent of adolescence, biological impulses surge anew, drain ego-strength, displace dependency from parent to peer-group figures, and produce through the mechanism of reaction-formation a compulsive independence and defiance of adult standards (Blos, 1962; Parsons, 1950). In a recent restatement of the problem, Brim and Wheeler (1966), Burton and Whiting (1961), and Parsons (1962) hypothesized that children will model their behavior after the parent who controls the goals or resources (*e.g.* both rewards and freedoms from punishment) that they covet. Burton and Whiting named the formulation the *status-envy* hypothesis, and asserted that positive parent-child relations depend on the extent to which children and adolescents perceive discrepancies between their own control of desirable resources and the control exerted by their parents. When the child perceives discrepancies, presumably he will envy the privileges and power of the parent-model and, thus, be compelled to assimilate the model's behavior, feeling that in this way, he too, will have access to the latter's privileges.

The status-envy hypothesis accentuates the dynamics of parent-child interaction. It postulates alienation to be one of several alternative outcomes of the formative influences of socialization, and it strongly implies that should alienation occur, its emergence may be for different reasons at different ages. The effect, for example, of a father being ignored and disregarded by the adult world is likely to have less impact on a child than on an adolescent. A father acquires "status-envy" with younger children mainly by manipulating affection and physical punishment and such tangible objects as toys, food, and candy. The range of status-arousing resources grows in later childhood, but the resources themselves are still fairly concrete. At the level of tangible control during adolescence, parents may restrict use of the telephone, family car, home, finances, choice of friends, interests, activities, and hours, etc., but also during this period, attitudes adolescents develop regarding paternal control of status-resources in the wider society influence importantly their perception of the father as a relevant model. The father's status among his colleagues and the effectiveness with which he functions on his job, in the community, in the family, and with his son, are potent sources of status to adolescents.

Several research investigations indicate the importance of the father's social status and personal effectiveness in adolescent identification. Dyer (1956) showed that among blue collar families the feelings a father had regarding his work were closely correlated with family feelings about him. Mueller (1966) found that the strength of boys' dependency needs was strongly related to their fathers' family status. Bronfenbrenner (1961), Baxter, Horton and Wylie (1964), and Grinder and Spector (1965) revealed that adolescents tend to view the same-sex parent as the principle decision maker in the family. Moreover, Hoffman (1961) has shown that as early as elementary school, boys perceiving their fathers as more powerful than their mothers express greater self confidence, feel more accepted by others, and exhibit stronger assertiveness and influence in peer groups. Further, Mussen, Bouterline-Young, Gaddini, and Morante (1963) found boys who experienced positive relationships with their fathers were more likely to "think, feel, and act like members of their sex." These boys were also found to be highly adult-oriented and motivated to obtain "worthwhile goals."

Apparently, boys who seek to be identified with their fathers also perform more effectively in school. Elder (Bowerman and Elder, 1964) found academic motivation to be strongest among boys who saw their fathers both as head of the family and as democratic in their relations with family members. Cooper and Lewis (1962) reported that high-achievers in school accorded their parents significantly higher valuation than low achievers. Indeed, Heilbrun and Fromme (1965) suggested that unless boys attained paternal identification in regard to sustained need achievement, independence, and competitive disregard for others--criteria the researchers viewed as important for academic success--adolescent adjustment difficulties might ensue.

Additional studies of parent-adolescent interaction indicate that adolescents perceive their parents and peers differentially in terms of social-reward needs. On the one hand, psychoanalytic theory has suggested that adolescents, because of physiological changes at puberty and because of reactions against excessive dependency, are likely to seek complete independence. However, contrary to this assumption of peer-solidarity, adolescents seem to seek parents in situations where parent-status would be expected to be high and to prefer peers where peer-status would be important. Adolescents, for example, seem inclined to follow peers rather than parents where tastes in clothes and views about school activities are major concerns. On the other hand, in situations involving choice of a part-time job, political concerns, and occupational decisions, parent-sanctioned alternatives are favored. The anticipation of immediate consequences also dispose adolescents toward peer-conformity, whereas long-term effects incline them toward parents (Brittain, 1963). Similarly, Musgrove (1963) found that both boys and girls, from nine to fifteen, preferred adult guidance as the complexity of their social problems increased.

The studies cited above suggest that conformity to either parental or peer group values tends to vary across situations and that adolescent boys will vary in the degree to which they participate in each reward system. Furthermore, it seems reasonable to hypothesize that adolescent boys who are strongly identified with their fathers in terms of status and effectiveness should be positively oriented toward school and adult aims and only peripherally involved in the youth culture; conversely, boys low in father identification should reveal poor orientation toward school and adult aims and strong preference for the alternative reward system of the youth culture.

The Youth Culture

Since Tryon (1944, p. 323) observed that "we have a tendency to disregard or to minimize the educational significance of the child's experiences in his peer group," researchers have shown an active interest in peer-group functions. Unfortunately, however, channels of communication are clogged by confusion regarding whether peer activities constitute a youth culture, and further, among those who affirm the reality of the youth culture, there is the question of how alienated are the youth who participate in it.

The debate over youth culture reality dissolves in semantic discourse. Gottlieb and Ramsey (1964) surveyed twenty social scientists to ascertain the criteria that they would employ in postulating a youth culture and found that most viewed the youth culture as a special instance of subculture. Virtually all of their discussion, therefore, concentrated on the problem of agreeing on subcultural boundaries. Gottlieb and Ramsey (1964) also recognized the fundamental difficulty of obtaining an operational definition of youth culture from a sociological viewpoint, and proposed instead that analyses should focus upon the psychology of individual differences, i.e. how involvement in the youth culture and committment to the peer-group values influences the behavior and beliefs of participants.

The sociological viewpoint, nonetheless, possesses strong adherents. Coleman (1961), in reporting research conducted in ten Illinois high schools, claimed that he found evidence of a distinct cluster of subcultural values. Berger (1963), however, has cast some doubt on Coleman's assumptions, showing that from Coleman's perspective, one might conclude that the appeal of cars, masculine prowess, feminine glamour, wearing the right clothes, being from the right family, and social activities involving dating and sex were activities alien to adults and unique only to youth. Berger (1963), in contrast, adopted stringent criteria for assessing the reality of the youth culture: one must not look for relatively distinct styles of life, he said, but for styles that are self-generated, autonomous, likely to be sustained in crises and to be insulated from external pressures. To add to the confusion, Schwartz and Merten (1967) argued that Berger's criteria would preclude the possibility of ever defining any related group of activities and values as a subculture.

In a promising attack on the problem of youth culture reality, Schwartz and Merten (1967) start from the assumption that evaluative standards determine its basic distinctiveness. The youth culture, they say, helps adolescents form a relatively coherent social life, irrespective of whether its norms eventually subvert, reinforce, or have no lasting effect upon adult values. The needs and activities of adolescents, in which adults do not share, provide them with a distinctive world view, style of life, and value standard against which they can measure themselves. Schwartz and Merten (1967) assert that the youth-culture outlook on adult roles and values is independent of the standards adolescents use to evaluate their peers. The cultural symbols and values that shape adolescent orientations are presumed to be largely autonomous of the adult society; indeed, the youth culture language system is viewed as esoteric and incomprehensible to adults.

Schwartz and Merten (1967) offer a useful framework for conceptualizing youth culture functions and lend credence to the belief that the youth culture provides an independent reward system for adolescents, which may be aimed at either undermining or reinforcing traditional adult values. One would expect that adolescents who are deeply involved in the youth culture, however, would not be oriented toward adult goals. Youth interact with one another under conditions generated by age-graded norms and limited adult controls. Hsu, Watrous, and Lord (1961) reasoned that adolescents take for granted their parents, are in competition with their peers, and in the struggle to achieve and preserve peer status, easily slip under the tyranny of peer pressures. In searching for a passageway into adulthood, adolescents encounter frustrations in work opportunities, poorly defined social roles, and ambiguities in moral and ethical values, and in the face of peer pressures, these may give rise to independent value systems that are relatively alien to the aims of adults.

The hypothesis that intense youth-culture involvement and adult goals may be incompatible becomes clear when youth-culture and adult-sponsored functions are distinguished. A substantial proportion of the adolescent population conforms to adult expectations (Elkin and Westly, 1955), and is only superficially involved in youth-culture activities. Coleman (1961) has pointed out that high-school social affairs, extra-curricular activities, and athletics, while seen as "their own" by adolescents, do not really belong to them. Extra-curricular activities are both initiated and supported by schools, sponsored and run by faculty advisors, coaches, and local advisory groups, and considered by adults to be an organized training ground for the acquisition of adult responsibilities.

Adolescents actively participating in adult-sponsored youth functions may be highly popular among peers in general and strongly supported by parents. Elkins,(1958), for example, found that adolescents whose behavior especially pleased their parents achieved higher academic scores, were more popular, and participated in more school and out-of-school functions than did the adolescents of parents who responded less favorably toward them. Further, Mussen et al. (1963) found that adolescent boys possessing good personal relations with their fathers had a larger number of friends than boys with poor father interaction.

The adolescents who actively participate in adult-sponsored youth-functions experience little conflict between alternative reward systems. Their friends are likely to be of their own class, and peer-group activities are likely to be sanctioned by adults. The youth sponsored youth-culture may attract the relatively alienated adolescent on the other hand, who finds adult-sponsored activities off-limits for reasons of social class or who finds their rewards irrelevant. His alternative may be solace and comraderie from like-minded peers. His overall investment in the youth culture, however, probably depends upon the extent to which channels leading to adult resources are kept open. As H. H. Remmers observed, most adolescents are trying hard to "learn the rules of the game" (Gottlieb and Ramsey, 1964).

Summary

The investigation is predicated upon the assumption that the changing pattern of relations between families and peer groups have created greater opportunities for either success or failure in socialization than ever before. On the assumption that father and out-of-school youth-culture orientations are exceedingly important mediating variables, the major emphasis of the study is centered upon the hypothesis that, among adolescent boys, strong orientation toward the father and disinterest in the youth culture will predict involvement in the college-bound high-school program. Conversely, weak orientation toward the father and high involvement in the youth culture will predict potential dropout status in high school.

Chapter 2

METHOD

The research strategy of the project was divided into three separate phases. Phase I included interviews with high-school boys and a search of the literature for studies pertaining to the youth culture, father identification, and characteristics of potential dropouts. Phase II focused on (1) the development of a rationale for assessing adolescent boys' youth-culture interests and father-orientation, (2) the construction of the Social Interests Inventory, and (3) five successive pilot-tests and revisions of the Inventory. Phase III comprised (1) administration of the final form of the Social Interests Inventory to 2,220 eleventh and twelfth grade boys in seven high schools throughout the state of Wisconsin, (2) administration of an Activity and Peer-Nominations Inventory to representative proportions of boys from each school, and (3) acquisition of background data related to academic performance and family status from the school records.

This chapter describes the subjects and procedures employed in the three phases, and further, an explanation of the statistical analyses used.

Phase I

Attention at this stage of the project was centered on identifying dimensions of youth-culture functions and father-son interaction. A comprehensive list of the rewards and incentives associated with various activities was first compiled from descriptive literature, e.g., articles, teenage magazines, and scholarly journals. The list was subsequently supplemented with information obtained from interviews with eighteen boys, who were asked by their faculty advisor to discuss their outside-of-school interests with a representative from the Project. The boys had already developed trust in the advisor, and all who participated willingly volunteered. Interviews were conducted in a large urban high school where the advisor proportioned individuals from among a variety of high-school programs. Project personnel who carried out the interviews were unaware of the advisor's placements. After assuring each boy that his responses would be kept confidential, a tape recorder was activated and, to establish rapport, he was engaged in a brief discussion of topics of general interest such as sports, cars, food, etc. He was probed next for information regarding his specific social interests. As the interview progressed, discussion shifted from general to specific topics. Each person was interviewed for about fifty minutes and was questioned regarding his friendship, dating, extracurricular, and out-of-school activities and his father's adult-role performances. After each interview was typed and analyzed, cues and probes were developed for use in subsequent interviews.

The interview material supplemented the literature review. Both sources suggested that status-seeking, independence-assertion, and sex-gratification incentives were evident in the youth culture. The first incentive or youth-culture resource referred to persons who sought to improve their self-confidence by associating with prestigious peers, being invited to parties, belonging to an "in-group," and interacting with adolescents to develop social etiquette, grace, and sophistication. The second indicated that persons may use the youth culture as a context in which to achieve autonomy of adult authorities and accepted standards of society. Taking short-cuts on a job, breaking city and school rules, ignoring the complaints of adults regarding raucous behavior at parties and restaurants, etc., illustrated this category. The third incentive referred to persons who sought in the youth culture sanctioned opportunities to make physical contact with members of the opposite sex and to learn more about heterosexual behavior. The possibilities are legion, e.g. reading pulp magazines, talking about girls, crashing all-girl parties, dancing cheek-to-cheek, holding hands, strolling arm-in-arm, caressing, or necking in a parked car.

The three categories, status-seeking, independence-assertion, and sex-gratification, as they have been labeled here, were chosen to represent the incentive categories of the Social Interests Inventory.

The interviews and the literature search also revealed that adolescents who seek youth-culture rewards participate in several important reference groups, and authorities are in reasonably close agreement regarding their nature (Dunphy, 1963; Hollingshead, 1949; Smith, 1962). The neighborhood play group emerges as the first significant peer-group to offer a reward system alternative to that of the family. The play groups, usually unisexual, comprise various coalitions of intimate groups and are made up of a few friends and are likely to continue throughout adolescence. These form the basis for the larger clique and crowd groups, which stand between the unisexual play group and dating. Distinctions between the clique and crowd are hazy. Authorities agree that both serve an important developmental function in youth's transition from unisexual to heterosexual interests. Dunphy (1963) found that cliques were about one-third the size of crowds. The former, more intimate and cohesive, were restricted to about nine members and were created as unisexual groups of both sexes mingled and formed bonds with each other. Within the crowd, the closest friendships usually persisted among clique members, although individuals often chose members of another clique within the same crowd for a particular activity. Seldom did persons in a crowd look to individuals outside the crowd. Effective social control was maintained by the exclusion of non-conformists. Eventually the crowd disintegrated as members began to date, go steady, and look to marriage.

The data related to reference groups suggested that three salient groups existed--few-friends, clique-crowd, and dating--and these were chosen to constitute the main socialization variables of the Social Interests Inventory. A fourth, solitariness, was also added, however, since it seemed likely that certain boys might try to attain youth-culture incentives as loners.

The interview and the literature search also revealed that the father's social status and general effectiveness influenced his relevance as a model to his adolescent son. For example, if the father derived status from his company or institution rather than his fellow workers, if his inner resources mitigated interest in publicity and flashy material possessions, and if he tried to gain his son's respect through sensitivity to his needs around the house, he seemed to acquire high status in his son's eyes. The high status father also was seen as especially effective in solving company problems, working harmoniously with people, practicing good citizenship relative to traffic laws and property rights, maintaining high moral standards in his conduct, and serving his family as leader and counselor.

Thus, to tap father-orientation, two important resources that would lead the son to envy his father, and hence, identify with him, were taken to be father-status and father-effectiveness. Four social roles in which the son might be likely to consider these attributes were judged to be on the job, in the community, in the family and with the son. The two resources and the four social roles, therefore, became the major dimensions of the father-orientation portion of the Social Interests Inventory.

Each of the incentive-resource and social role categories are summarized below as rows and columns, respectively. They are also shown graphically in Table 1 (*cf.* *Results*).

Youth Culture

Columns--Incentives-Resources

Status-Seeking-- involves activity in the youth culture in which the boy chooses to enhance his stature with peers, adults, family, etc.

Independence-Assertion-- involves activities in which the boy seeks to assert his independence of adult authority and generally accepted standards of society.

Sex-Gratification-- involves activities in which the boy finds sanctioned opportunities to learn about the social and physical-contact amenities of interaction with girls.

Rows--Social Situations

Solitariness-- encompasses all situations in which the participant is by himself and a free agent (*i.e.*, free from external coercion) in which peer-culture rewards are self-administered.

Few-Friends-- encompasses all situations in which the participants are of the same sex, free agents, comprise a group of from 2-4 members and maintain their social organization on a face-to-face basis.

Clique-Crowd-- encompasses all situations in which the participants are free agents, comprise a group of five or more, are of both sexes, and maintain their organization in an informal face-to-face manner.

Dating-- encompasses all situations in which the principal participants constitute a heterosexual pair, are unmarried, and are unchaperoned, free agents.

Father-Orientation

Columns--Resources

Status-Seeking-- involves activities in which the father maintains or enhances his stature with colleagues, friends, family, and son.

Effectiveness-- involves the degree to which the father responds to authority and moral dilemmas, *i.e.*, activities in which the father copes with individuals who have the power to encroach upon his freedom.

Rows--Social Situations

Job-- encompasses all situations in which the father's role behavior, as a free agent, pertains to occupations in which he receives monetary remuneration.

People-Community-- encompasses all situations in which the father's role behavior, as a free agent, pertains to civic affairs in which institutional behaviors are performed without monetary remuneration.

Family--	encompasses all situations in which the father's role behavior, as a free agent, pertains to family functions, i.e., interactions with his wife and children.
Father-Son--	encompasses all situations in which the father's role behavior, as a free agent, pertains specifically to interaction with the son.

Phase II

In order to measure the relative strength of the boys' attitudes toward the incentives and roles of the youth-culture and their father, a unidimensional Likert-type scale was constructed for each partition of an incentive and role. Altogether there were twenty cells, twelve youth culture and eight father-orientation, respectively. If a grid is conceptualized in terms of columns for incentives and rows for social roles, the youth culture would constitute three columns and four rows, the father-orientation scale would constitute two columns and four rows. Each scale comprises items describing a choice that a same sex and age protagonist must make between two discernable alternatives: (1) an attraction of the youth culture, and (2) either a desirable non-youth-culture goal or adherence to cultural norms, mores, parental strictures, etc. The father orientation items pit short-term gains, hedonism, etc. against symbols of conventional-middle-class status and effectiveness.

Each item re-creates the situational dynamics of a double approach-avoidance conflict (Miller, 1944). The subjects are asked to evaluate the protagonist's behavior in each item--whether or not they have ever been in the situation--on the basis of five degrees of agreement and disagreement ranging through agree, slightly agree, undecided, slightly disagree, to disagree. In constructing the items, an attempt was made to provide simple and realistic conflicts, to avoid response set by reversing the direction of the items, and to minimize arousal of self-consciousness and defensiveness. Efforts were also aimed at writing median items in order to maximize variance and, very importantly, to provide a safe-guard against including items that adolescents--and school officials who must sanction tests before they can be administered--might regard as bizarre and/or irrelevant.

Initially, three items had been planned for each cell; however, after the first pilot-test, it was recognized that when items were carefully worded, subjects could respond to five items per cell during a fifty-minute class period. Hence, it was decided that a one-hundred-item scale would be employed. The entire scale has been labeled the Social Interests Inventory. The youth-culture portion comprises sixty items consisting of the three incentive categories (columns of twenty items each) cross-partitioned with the four reference groups (rows of fifteen items each). The father-orientation portion includes forty items consisting of the two incentive categories (columns of twenty items each) cross-partitioned with the four reference groups (rows of ten items each). Each partitioning of a column and row creates a specific incentive/reference group cell or scale of five items. The items in each row and column also constitute scales for tapping attitudes toward given incentives across reference groups, and the converse, reference groups across incentives.

The five alternatives for each item are assigned *a priori* weights ranked from one to five. The expected "alienated" or potential-dropout end of the dimension is always accorded the highest weight. The summation of each subject's responses to the items of the separate scales, whether based upon cells, columns, or rows, yields a series of scores which are interpreted as indications of the subject's involvement in the youth-culture and his father-orientation (Selltiz, Jahoda, Deutsch, and Cook, 1962).

The Social Interests Inventory was pilot-tested on five occasions over a period of eleven months involving 810 adolescent male subjects. The first test included 137 subjects; the second, 109; the third, 178; the fourth, 280; and the fifth, 106. Only tenth and twelfth grade subjects were used; the eleventh graders were deliberately excluded in order that they might be used in the final data collection the following year. The pilot forms of the Social Interests Inventory were administered in classrooms by a member of the Project staff; classroom teachers did not participate. Subjects were asked to put their names on the Inventory, but were assured that all the information would be kept confidential by the researchers. The names were necessary to facilitate matching the different forms that would be used in the Final Data Collection (*c.f.* Phase III). Serious cooperation on the part of the subjects was stressed, and all willingly participated in the Project. Subjects recorded their responses on Digitek score sheets and raised their hands on completion, whereupon both the inventory and score sheet were collected.

The results of each pilot-test were item-analyzed by means of a special computer program (c.f. Statistical Analyses, below). The biserial correlation of each item alternative with the total score for its scale, based upon separate cell, column, and row analyses, was compared with how the item would have correlated with the total scores of the other scales had it been assigned to them. The data provided an empirical base for revising items in order to minimize their interaction on scales other than the one for which they were designed. In order to maximize the variance of each scale, the response patterns of the five alternatives for each item were examined for skewedness, and further, to normalize each distribution, the choices in each item were constructed so that fifty per cent of the subjects would answer affirmatively and fifty per cent negatively.

After the third revision of the test, in the spring of 1966, two physical education teachers and the senior-class advisor in one of the schools were asked to classify each boy who had been administered the Social Interests Inventory on the basis of the respondent's orientation toward his further academic plans, i.e. his potential dropout, job-after-graduation, vocational school, or college-bound academic status. The counselor and teachers, after considering several characteristics that presumably distinguish among individuals in different high school programs, were asked to make an impressionistic classification for the purpose of cross-validating the Social Interests Inventory. For example, adolescent boys disoriented toward school were expected to participate infrequently in extra-curricular activities (French and Cardon, 1966; Anduri, 1965), have parents who are unskilled laborers or unemployed (NEA, 1963), have transferred frequently in the early years of school (NEA, 1963; Anduri, 1965), have less money to spend on clothes and recreation (Matthews, 1962), possess little opportunity for success in any sphere of school activity (Matthews, 1962), show proficiency in arithmetic and reading about two years below grade level, have failed one or more years of school, and have experienced attendance and discipline problems (Anduri, 1965).

The raters agreed significantly among themselves in placing subjects into one of the four groupings. When subjects' scores on the Social Interests Inventory were compared with their classifications, perfect transitivity of the mean scores across both the rows and columns occured, that is, dropout mean scores were highest, followed by vocational-school, job-after-graduation, and college-bound means. The differences between the job-after-graduation and the vocational-school means were negligible, however, and these groups were combined as a general-program group for the final analysis. On the assumption that the raters accurately predicted the potential dropouts, general-program, and college-bound boys, and on the basis of the degree to which the Social Interests Inventory seemed able to predict group membership, further refinement of the Inventory seemed warranted. After revision of the items, a fifth and last pilot-test was conducted during the fall of 1966.

Phase III: The Final Data Collection

The final data were collected over a period extending from November, 1966 to June, 1967. Phase III was divided into three stages. The Social Interests Inventory Scales were administered; the Activity Inventory and Peer-Nomination Scales were given to a representative proportion of the total sample, and finally, school background data were gleaned from school records.

Subjects were eleventh and twelfth grade boys drawn from seven high schools throughout the state of Wisconsin. Two high schools were in communities of over 150,000 population, two in communities of 50,000, one in about 25,000, and two in about 5,000. Each high school was a large consolidated school serving 1,550 to 3,000 pupils. Each school population included some students who were bused in from rural areas, however, most of the student body lived in urban or semi-urban areas. Subjects, procedures, and scoring techniques for each stage of Phase III are described below:

The Social Interests Inventory

The final form of the Social Interests Inventory (Appendix A) was administered to 2,200 subjects. Materials and presentation were supervised by Project personnel. Depending upon the specific requirements of school administrators, the Inventory was administered either to entire classes grouped together in an auditorium or cafeteria or to individuals grouped in classes as small as fifteen. Subjects were carefully separated and proctored. Instructions were read aloud as subjects read them silently.

Procedures for administering and scoring the Social Interests Inventory remained the same as during pilot-testing (c.f. Phase II).

The Activity Inventory

The Activity Inventory comprised self-report items in which subjects, by circling an appropriate category, indicated the age they began dating, the frequency with which they dated, the nights they were allowed out per week, the number of close friends they had, the amount they interacted with close friends, how much they participated in out-of-school non-adult activities, school clubs and governments, school sports, adult-sponsored activities, etc. (Appendix B). The instrument was developed in the spring of 1967 from an earlier study (Grinder, 1966), and the data were used for purposes of construct validation. Only a representative sample was used in this stage of the project, since not all subjects were necessary for validation purposes. It was expected that the self-reports showing specific activity in the youth culture would correlate significantly with youth-culture interests as reflected by the Social Interests Inventory.

Subjects were 676 persons selected randomly from those who had previously participated in the Social Interests Inventory sampling. They were told that the researchers were interested in learning about the things that they did and were asked to put their names on the cover and to circle in the Inventory the alternatives that best described their behavior. Precautions were taken to insure that subjects did not communicate with one another. Each of the fourteen items on the Activity Inventory was treated as a separate scale, and every individual's score on each scale corresponded to the alternative he selected as best describing himself.

Peer Nomination

The Peer-Nomination Inventory consisted of four items pertaining to peer-orientation, few-friends, clique-crowd, and dating reference-groups. It was presented in conjunction with the Activity Inventory and the same 676 subjects participated (Appendix B). The items were employed for additional corroboration of the validity of the Social Interests Inventory. Subjects were asked to name one boy in their class who was highly involved in each of the four social situations of the youth culture and to name one person who was least likely to be interested in each of the situations. Subjects nominated frequently by their peers were expected to obtain high scores on the portions of the Social Interests Inventory that purport to measure reference-group involvement; conversely, those nominated infrequently were expected to show less involvement.

Subjects were asked to write the name of the individual that they chose for each situation in spaces provided by the Activity Inventory and not to use any name more than once. They were assured that their answers would be held in strict confidence.

Each of the four items constituted a separate scale. The number of times each subject was named as highly involved was summed to constitute a participation score for each scale; the number of times each subject was named least likely was summed to constitute a non-participation score. (Item 15 in the Activity Inventory, the peer-orientation item, is scored high-participation for persons nominated least likely to be a loner.) On the basis of these raw scores, subjects were arranged from the highest-participation score to the lowest-participation score on an eight-point scale. The eight-point scale was derived by arranging the participation and non-participation scores on a continuum such that the former represented high scores and the latter, low scores. The scores were then grouped into categories of fairly equal size, weighted from one to eight.

Since the 676 subjects were allowed to nominate anyone in their class, of the approximately 2,000 names that appeared, 1,326 of the names were persons who had also been administered the Social Interests Inventory. Only persons who were nominated at least once were included in the analysis. Ties, that is, persons nominated for both participation and non-participation categories, were excluded.

School Background and Family Status

These data pertain to information drawn from school records about academic standing. Age in school, absences, credits, curricula, and aptitude test scores were recorded on a specially prepared data card (Appendix C). Since most of the school records also included information showing whether the father, guardian, step-father, or mother was head of the household, and his occupation, these data were collected additionally under the rubric "family status."

These background data were obtained mainly to provide bases, independent from the Social Interests Inventory, for classifying subjects into potential-dropout, general-program, and college-bound groupings; however, taken singly, they also provide further cross-validation measures.

All individuals who had participated in the Social Interests Inventory, for whom school records were available, were used as subjects. Personnel from the Project visited each school and obtained information directly from school records. Prior to the visitation, names of individuals were entered on 5 X 8 cards, on which lines for recording appropriate information was listed. In many instances, school records had not been brought up to date or files were misplaced, lost, or could not be located. The completeness of the data collected, therefore, ranged from 2,055 subjects for absences-from-school to 1,735 subjects for school-credits.

For the analyses, schools were combined and frequency counts were made of the distributions for each variable. The distributions were then divided into fairly equal groups and assigned weights from low to high. The number of weights assigned the variables ranged from two to eight. The raw reading and aptitude percentile scores obtained at each school were transformed to normalized T-distributions, and thus, all scores could be combined.

Statistical Analyses

The research strategy involved the use of statistical procedures ranging from the item analyses following each pilot-test of the Social Interests Inventory to multivariate classification analysis predicting potential dropout, general, and college-bound program group membership.

Computations were unnecessary in Phase I, but with Phase II, several item-analyses and interscale correlational analyses of the Social Interests Inventory were made. During Phase III, the Activity, Peer-Nomination, and School Background variables were employed as criterion-related measures, and scores on these were intercorrelated and compared with scores on the Social Interests Inventory. Phase III also entailed the following three-step multivariate approach: (1) determining, by means of multivariate analysis of variance, whether the means of the Social Interests Inventory variables significantly discriminated among the three groups, (2) assessing the relative contribution of each of the variables to discriminant analysis separation of the three groups, and (3) predicting the known classification of individual members of a replication sample using discriminant function scores derived from the Inventory raw scores. Each of the methods is described briefly below:

The Digitek answer sheets for each Social Interests Inventory pilot-test were processed through an optical scanner, which punched the data on standard 80-column IBM cards. Response weights were assigned to each of the five alternatives for every item, five being the dropout end of the continuum and one being the college-bound end. The responses were then analyzed using the Generalized Item and Test Analysis Program (Baker, 1966). In brief, the computer output comprised: (1) a total test score for each subject, (2) the mean, standard deviation, and total count of the sample, (3) frequency distributions of both test scores and individual item responses, (4) biserial correlations of responses between each alternative and each total scale score, and (5) a measure of internal consistency or reliability, which estimated total test variance from total subject variance across items.

Within Phase II and Phase III, the Pearson Product-Moment correlational technique was selected for computing both intercorrelations among the criterion variables and correlations of these variables and those of the Social Interests Inventory. The intercorrelation and correlation matrices were computed for purposes of construct validation. The correlation coefficients were computed on a University of Wisconsin Co-op Monitor Library Tape Program (DSTAT 1), which automatically excluded from calculation items for which elements were missing. This feature proved exceedingly useful since data were missing for subjects on many of the antecedent variables, and hence, each correlation coefficient had to be based on a different total number of subjects.

Prior to applying multivariate procedures to the data in Phase III, the criterion and classification groups, i.e., potential-dropout, general, and college-bound, were constructed. Subjects for the two major groups were selected at the same time but were later randomly halved so as to obtain an equal number of subjects in each of the three subgroups. Twelve-hundred of the 2,052 subjects who had completed the Social Interests Inventory were selected for the groups by the following procedure: First, the group of 400 potential dropouts, containing 32 persons who had actually dropped out of school between the time the Social Interests Inventory had been administered and the end of the school year, was supplemented with subjects who had accumulated ten or more half-day absences during the fall semester of 1966-1967 and who had been assigned to the basic curriculum program. The number now exceeded 400, and was thus reduced to only those who reported on their Activity Inventory that they were uncertain about getting a job or graduating from high school. Since the group now comprised less than 400, additional subjects in the ten or more absences group, whose school records showed they were in the basic curriculum, and who were also at least 18 years, 9 months old were added until a group size of 400 was re-established. Second, the group of 400 general program individuals was chosen by including those who had less than ten absences during the fall academic semester 1966-1967, and who were enrolled in the general program of their high school. The assembling of this group was restricted to those whose Activity Inventory indicated that they definitely planned to take a job after graduation or contemplated entering vocational school or business college. The group was less than 400 and was built-up by including individuals whose school records showed they were in the general program of their high school and whose absences were less than or equal to seven half-days. Finally, the third group of 400 college-bound persons was chosen from those who had less than ten half-day absences, were enrolled in the college-level program of their high school, had reported in the Activity Inventory that they intended to enter college or vocational school, and possessed at least five credits more than necessary for their grade level.

Each of the five columns, eight rows, and twenty cells, respectively, of the 100-item Social Interests Inventory provided a distinct coordinant system for the multivariate procedures. First, a multiple discriminant analysis was applied to each of the three sets of criterion groups to determine whether the criterion groups could be separated using the Social Interests Inventory, and if so, which dimensions could account for the separation. This approach was adopted since the technique is especially useful for reducing an unwieldy conglomeration of scores such as was presented by the five columns, eight rows, and twenty cells of the Social Interests Inventory to a single discriminant score. Moreover, the multiple discriminant function analysis facilitated the evaluation of the three statistical tests that were necessary for interpreting the data: (1) The technique of multivariate analysis of variance tested whether the observed differences in criterion-groups' centroids were large enough to warrant the inference of real differences among the groups. The dispersion of the groups was pooled into the best estimate of the common population dispersion, and then, the extent to which the centroids separated the groups was given by Wilks' lambda. (2) Which of the Social Interests Inventory column, row, and cell variables, respectively, contributed relatively more or less to group separation was ascertained by comparing the group centroids and the scaled vectors or weights of each of the discriminant functions that were oriented in measurement space. (3) How well the discriminant functions predicted group membership was examined by using the Social Interests Inventory scores and the discriminant function weights to predict the concealed group-membership of the second set of 600 subjects. The probability of each subject's being in each of the three groups was calculated and he was assigned to the group for which he obtained the highest probability of membership.

Chapter 3

Results

The data are presented in this chapter in three parts. Part I describes the variables of the Social Interests Inventory. Part II comprises tables showing the intercorrelations of the Activity, Peer-Nomination, School Background, and Family Status variables and their correlations with the scales of the Social Interests Inventory. These data pertain primarily to construct validation, but also provide a basis for inferring whether the general hypothesis, that youth-culture involvement is related to weak father-orientation, is confirmed. Part III presents the results of the multivariate procedures. These data ascertain whether the Social Interests Inventory scales separate subjects on the basis of potential-dropout, general-program, or college-bound groups significantly. Further, they provide insight as to which variables contribute relatively more than others to the separation and as to whether the variables are useful for predicting membership in high school academic programs.

Part I

The analyses in this Part are based upon the final data collection. Two thousand, two hundred and twenty subjects participated, but 52 Inventory protocols were spoiled when subjects either failed to sign their answer sheets, neglected to answer all the items, or inadvertently skipped items. Although most persons finished the 100-item Inventory within the allotted fifty minutes, 118 subjects, constituting about 5.3% of the total, only partially completed the father-orientation section. Hence, 2,168 completed protocols were available for the youth-culture analyses and 2,050 for the father-orientation.

Table 1

Means, Standard Deviations, Reliability Correlations, and Ranges of Youth-Culture Scales by Columns and Rows
(N=2,168)

	Status	Independence	Sex	
Solitary	5 items	5 items	5 items	$\bar{X}$= 39.29 SD= 9.69 r= .69 Range= 15-68
Few-Friends	5 items	5 items	5 items	$\bar{X}$= 38.20 SD= 10.05 r= .73 Range= 15-74
Cliques-Crowds	5 items	5 items	5 items	$\bar{X}$= 43.32 SD= 10.25 r= .72 Range= 15-75
Dating	5 items	5 items	5 items	$\bar{X}$= 43.18 SD= 10.75 r= .74 Range= 15-75
	$\bar{X}$= 51.58 SD= 11.77 r= .72 Range= 20-97	$\bar{X}$= 54.57 SD= 14.51 r= .82 Range= 20-98	$\bar{X}$= 57.84 SD= 15.22 r= .84 Range= 20-100	

No. of Items in Rows = 15
Theoretical Mean of Rows = 45
Theoretical Range of Rows = 15-75

No. of Items in Columns = 20
Theoretical Mean of Columns = 60
Theoretical Range of Columns = 20-100

Table 1 presents summary statistics for the youth-culture scales, by columns and rows.[1] All scores were summed down the rows for total incentive scores and summed across columns for total reference-group scores.

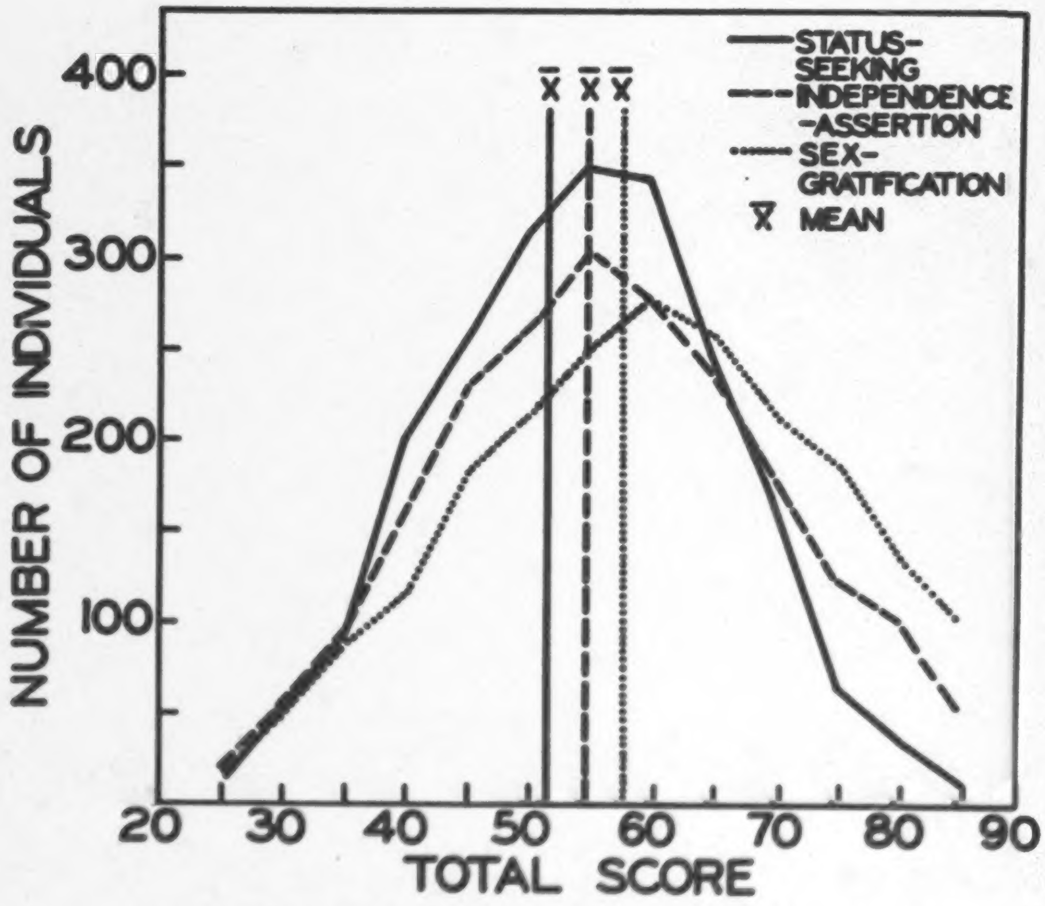
The items were weighted from one to five, making the maximum range 20--100 for the columns and 15--75 for the rows. Responses on the sex-gratification column and the clique-crowd and dating rows matched the range limit as shown in Table 1. The range minimum was reached on every scale and the maximum was almost attained for the status-seeking and independence-assertion columns and the few-friends row.

The theoretical, _a priori_ column mean was 60 and the row mean, 45. During pilot-testing, these figures provided the bases for developing median items, on which 50% of the subjects were expected to respond above the midpoint and 50% below. The data in Table 1 showed that the column and row empirical means were slightly lower than the _a priori_ means. When the discrepancies between the _a priori_ and obtained means are compared in terms of the large standard deviations, which ranged from 9.69 to 15.22, the differences appear as low in magnitude.

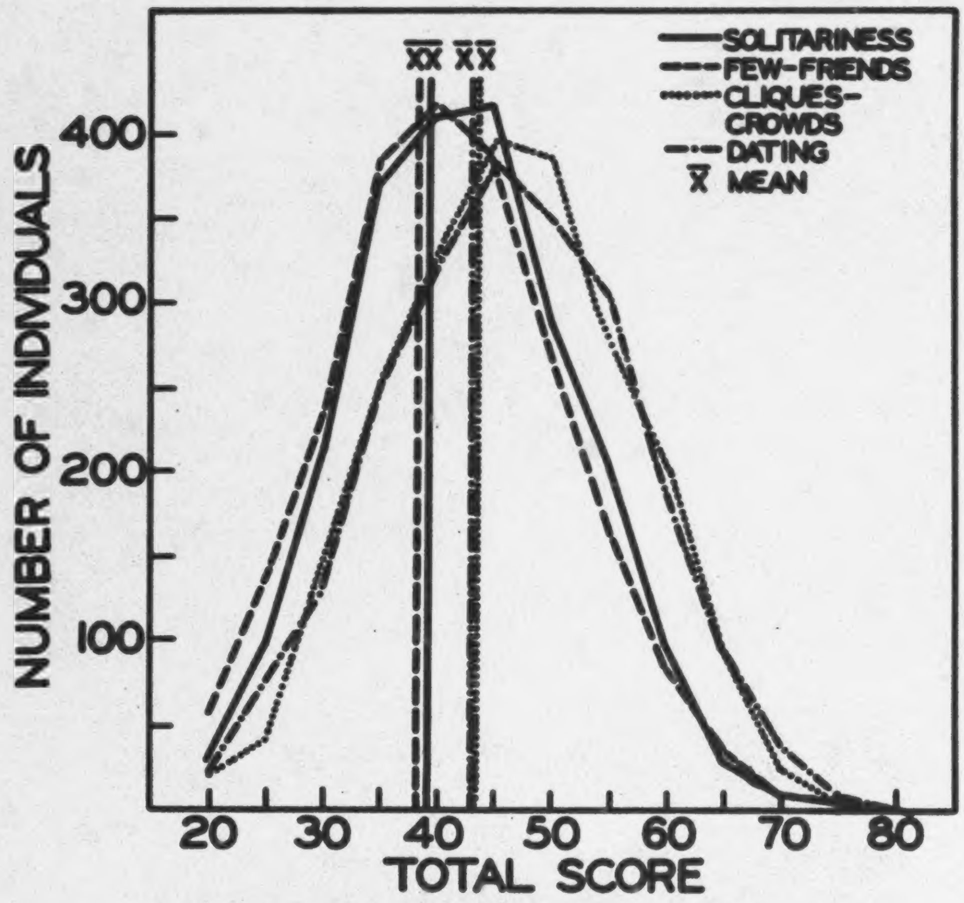
Table 1 also shows the Hoyt reliability coefficient for each scale. The magnitude of the ranges revealed that subjects were responding differentially on all the scales, and further, the Hoyt _r_ indicated that persons, whatever their orientation, were responding fairly consistently to the scales. The reliability coefficients range from a low of .69 for solitariness to a high of .84 for sex-gratification. The differences reflected, in part, differences among the items for each of the scales. The solitariness items, for example, are relatively more dissimilar than either the independence-assertion or sex-gratification items, and the greater consistency reflected by these latter scales probably mirrors the real-life scene; for example, subjects are more likely to keep in focus the symbols of independence-assertion and sexual-gratification than the more diffuse symbols of solitary activities.

---

[1] The cell data were highly congruent with those of the columns and rows, and to simplify discussion, results of cell analyses were omitted in Parts I and II.



DISTRIBUTION OF SCORES FOR THE THREE COLUMNS OF THE YOUTH CULTURE SCALE (N=2,168)
FIG. 1



DISTRIBUTION OF SCORES FOR THE FOUR ROWS OF THE YOUTH CULTURE SCALE (N=2,188)
FIG. 2

Figures 1 and 2 indicate graphically, for both columns and rows, how the scores on the youth-culture scales were distributed. Scores on all the scales were normally distributed, and from the data presented in both Table 1 and the Figures, it seems that the youth-culture portion of the Social Interests Inventory is a reliable and discriminating instrument.

Table 2 presents comparable statistics for the father-orientation scales by columns and rows. Cell scores were summed down the rows for total incentive scores and summed across columns for total reference-group scores. Weighted as in the youth-culture scales, the scores could range from 20--100 for the columns and 10--50 for the rows. When the range limits are compared with the obtained ranges, the data show that subjects' scores were nearly maximally distributed on every scale.

The father-orientation column and row means were all lower than the *a priori* means, a fact that suggests subjects viewed the items more in terms of the positive than the negative aspects of the fathers' outlook on their adult responsibilities. The standard deviations, ranging from 6.99 to 13.61, approximated those of the youth-culture scales in magnitude, but the Hoyt *r* values, ranging from .60 to .79, were lower for the father than for the youth-culture scales. The lower internal consistency of subjects' responses suggests that the items pertaining to adult responsibilities were more diverse than those of the youth culture. Figures 3 and 4 demonstrate graphically the distribution of the father-orientation column and row scores. They too were normally distributed, and although the data presented in Table 2 and the Figures were less striking than that for the youth-culture, the scales also seemed to have distinguished subjects reliably and satisfactorily.

Appendix D presents the weights and frequency distributions for each item in terms of 2,168 subjects for the youth-culture and 2,050 for the father-orientation scales. It also shows the extent to which the youth-culture and the father-orientation items, respectively, correlated with the scales to which they were assigned and with every other scale. The data revealed that every item was more highly correlated with its own column and row than with the others.

Table 3 shows the intercorrelation among the column and row scales separately for the youth-culture and father-orientation aspects of the Social Interests Inventory. Fairly high correlations appeared within

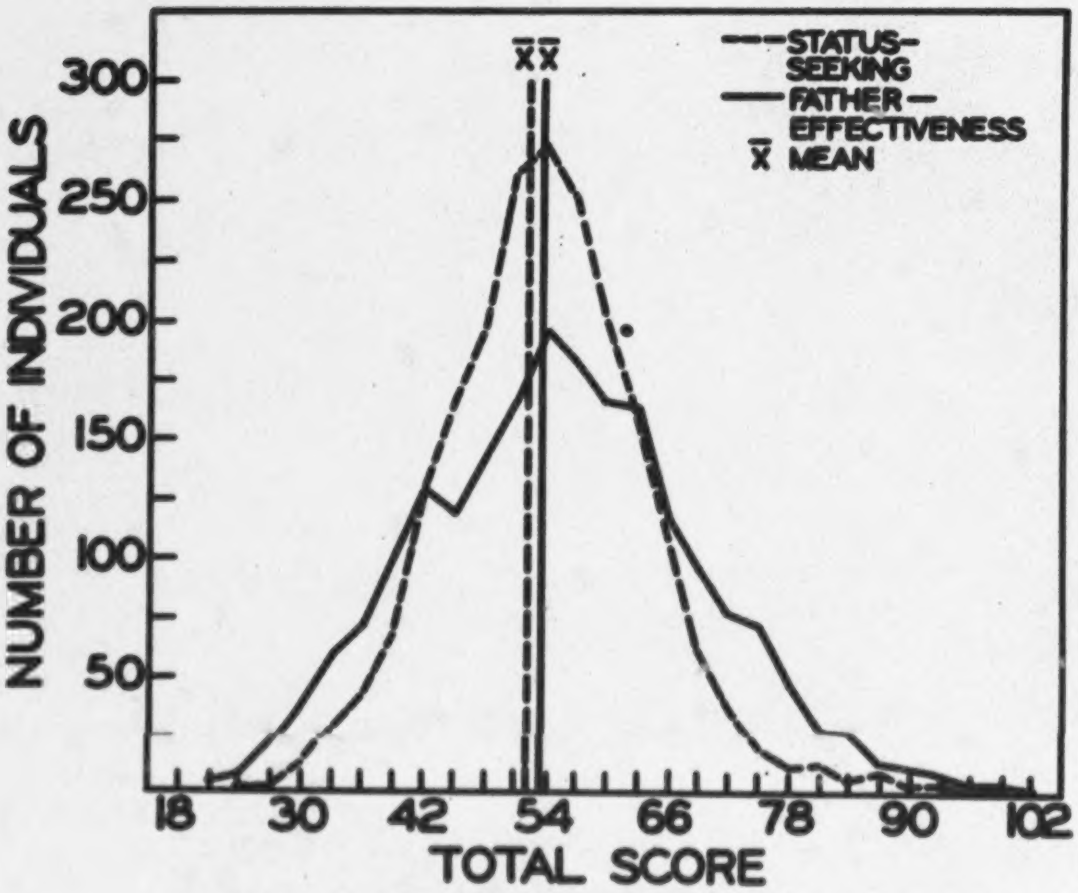
Table 2

Means, Standard Deviations, Reliability Correlations, and Ranges of Father-Orientation Scales by Columns and Rows (N=2,050)

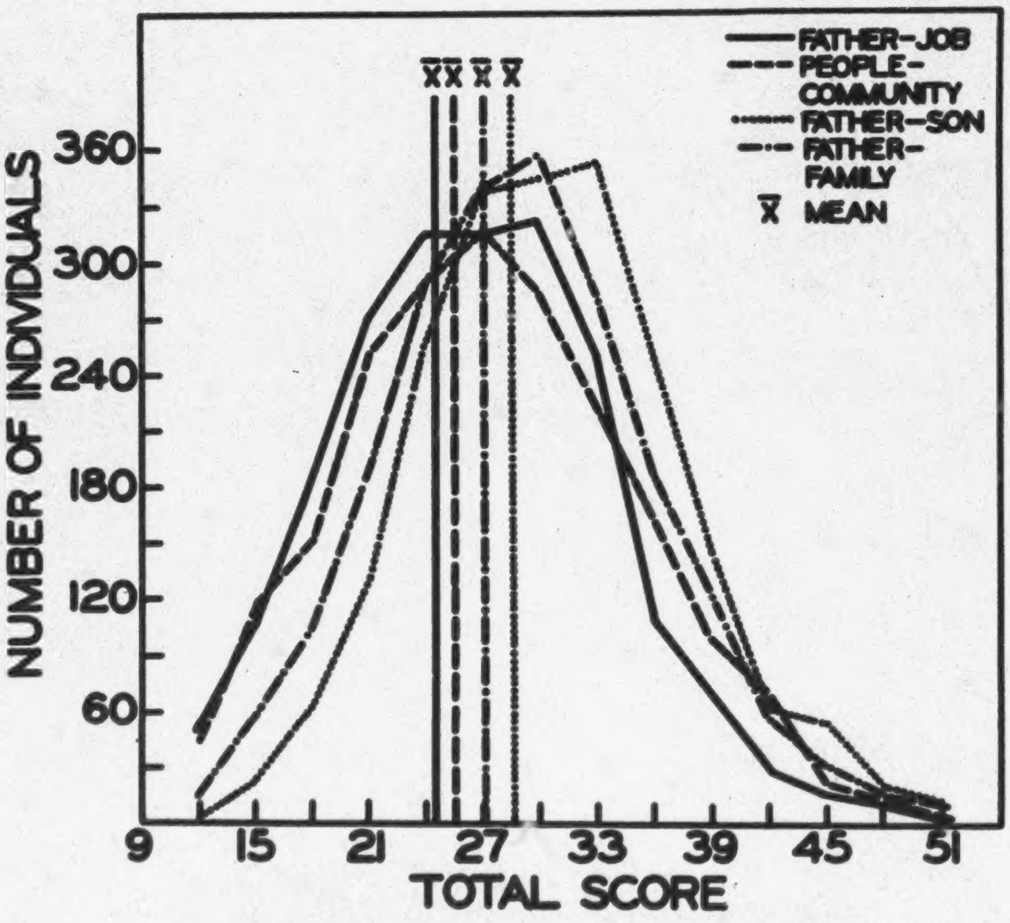
	Status	Effectiveness	
Father-Job	5 items	5 items	$\bar{X}$=24.50 SD= 6.99 r= .64 Range= 10-49
People-Community	5 items	5 items	$\bar{X}$=25.44 SD= 7.56 r= .68 Range= 10-50
Father-Family	5 items	5 items	$\bar{X}$=27.02 SD= 7.01 r= .60 Range= 10-50
Father-Son	5 items	5 items	$\bar{X}$=28.62 SD= 6.70 r= .54 Range= 11-50
	$\bar{X}$=52.11 SD= 9.90 r= .60 Range= 21-92	$\bar{X}$=53.47 SD= 13.61 r= .79 Range= 20-98	

No. of items in Rows =10
Theoretical Mean of Rows =30
Theoretical Range of Rows =10-50

No. of Items in Columns =20
Theoretical Mean of Columns =60
Theoretical Range of Columns =20-100



DISTRIBUTION OF SCORES FOR THE TWO COLUMNS OF THE FATHER ORIENTATION SCALE (N=2,050)
FIG. 3



DISTRIBUTION OF SCORES FOR THE FOUR ROWS OF THE FATHER ORIENTATION SCALE (N=2,050)
FIG. 4

Table 3

Intercorrelations among Rows and Columns for both Youth-Culture (N=2,168) and Father-Orientation Scales (N=2,050)

A) Youth Culture: Columns

	SS	IA	Sx
SS	1.000	.533	.554
IA		1.000	.684
Sx			1.000

B) Youth Culture: Rows

	Sol	FF	CC	D
Sol	1.000	.683	.673	.608
FF		1.000	.736	.665
CC			1.000	.706
D				1.000

C) Father Orientation: Columns

	S	E
S	1.000	.511
E		1.000

D) Father Orientation: Rows

	FJ	PC	FF	FS
FJ	1.000	.625	.281	.270
PC		1.000	.263	.278
FF			1.000	.450
FS				1.000

both the youth-culture and the father-orientation scales. The data presented in Appendix D, showing low but positive correlation among the items, showed that the scales probably would intercorrelate. Moreover, the dimensions under study were not expected to be entirely unrelated, and in developing the Social Interests Inventory, it was felt that forcing the independence of the scales might distort the extent to which the items portrayed the reality of youth-culture and father functions. Independence-assertion and sex-gratification, few-friends and clique-crowd, and clique-crowd and dating were, as might be expected, highly related. The father-orientation rows, being more diverse in content, showed less intercorrelation.

Table 4 presents correlations between the youth-culture columns and rows and those of the father-orientation scales. Relative to the intercorrelations among the scales of each of the dimensions of the Social Interests Inventory, the correlations between the two sets of scales were relatively low. However, since the scales have been shown to be reasonably reliable, to the extent that they are valid, the consistency of the positive correlation coefficients presented in Table 2 indicated that youth-culture involvement and relatively low perception of the father as a model for responsible behavior were related phenomena. The data in Table 4 were presented from the viewpoint that high scores on the youth-culture scales indicated high youth-culture involvement and high scores on the father-orientation scales indicated low father-regard. Thus, the data indicated that high youth-culture involvement was highly correlated with low father-orientation in respect to his effectiveness, his job, and his community roles. Apparently, strong youth-culture involvement was related less to the son's perception of the father's overall status and family roles than to variables associated with social visibility in work and community roles.

Part II

The data presented in Tables 5--7 pertained to the Activity, Peer-Nomination, School Background, and Family Status variables. Table 5 lists the means and standard deviations for the twenty-six variables in these categories. To the left of each entry the number in parenthesis corresponds to the position of the entry in the Activity Inventory (Appendix B). Entries lacking such numbers are taken from the School Background Data card (Appendix C). At the near right in Table 5, the number of subjects for whom data were available for each entry is listed,

Table 4

Intercorrelations of Youth-Culture Rows and Columns with Father-Orientation Rows and Columns (N=2,050)

	S	E	FJ	PC	FS	Fam
SS	.165	.322	.358	.363	.063	.048
IA	.141	.383	.300	.347	.155	.116
Sx	.149	.318	.254	.310	.125	.118
Sol	.182	.354	.315	.342	.146	.112
FF	.140	.363	.307	.333	.134	.100
CC	.138	.333	.309	.339	.085	.081
D	.150	.340	.289	.353	.111	.102

Table 5
Activity, Peer Nomination, School Background
and Family Status Means and Standard Deviations

		Mean	SD	N	No. of Alternatives
A. Activity variables					
(2)*	Age dating began	2.73	1.40	673	5
(4)	Frequency of dating	2.69	1.07	672	4
(3)	Nights out per wk.	1.99	.68	672	3
(5)	No. of close friends	4.18	1.60	675	6
(6)	Interaction w/close friends	1.31	.53	674	2
(11)	Out of school, non-adult act.	2.32	1.03	671	5
(7)	School clubs and gov.	2.04	1.18	675	5
(8)	School sports	2.27	1.61	675	5
(13)	Adult sponsored activity	2.09	.95	670	4
(1)	Hrs. of study at home per wk.	1.77	.78	676	3
(12)	Academic aspirations	2.83	1.92	653	7
(9)	Father encouragement	3.09	.90	672	4
(10)	Fa-son agreement	2.71	.98	672	4
(14)	Son's perception/Fa occup.	2.21	1.00	650	4
B. Peer nomination variables					
(16)	Peer orientation	4.24	1.33	448	8
(17)	Few-friends orientation	4.31	1.12	471	8
(15)	Clique-crowd orientation	4.29	1.31	478	8
(18)	Dating orientation	4.25	1.34	461	8
C. School backgroundvariables					
	Age in school (mo.)	207.06	8.98	2052	-
	Absences (1/2 days)	8.53	10.01	2055	≤99
	Credits	4.46	1.35	1735	10
	Curriculum	1.73	.73	2053	4
	Reading aptitude	50.12	9.71	1894	100
	Total test aptitude	50.31	9.84	1894	100
D. Family status variables					
	Fa presence	1.20	.71	2043	4
	Fa occupation	2.02	.90	1814	4

* Indicates position in Activity and Peer Nomination Inventory.

and at the far right a list is presented of the number of forced choices, upon which the means and standard deviations are based. One may extrapolate from these data the distributions of each item. Age-dating-began, for example, is based on five different categories (Appendix B), and its mean of 2.7 and standard deviation of 1.4 suggest satisfactory discrimination. As the data presented in Table 5 indicated, nearly all of the means approximated the *a priori* midpoint of their categories; further, the standard deviations indicated wide distribution across categories.

The intercorrelation matrix of Activity, Peer-Nomination, School Background, and Family Status variables is presented in Table 6. On the whole the intercorrelations were low, but the numbers upon which they were based were large (see Table 5), and the pattern of relations that emerged is extremely stable and replicable. Indeed, in the 26 x 26 matrix nearly all of the significant relationships were in the expected direction and lend credence to the general hypothesis of the present study that youth-culture involvement and weak father-orientation conflict with commitment to high academic goals. The sheer bulk of the variables restrains interpretation of each correlation coefficient singly; however, by grouping them in meaningful clusters, the significance of the patterns and relationships is readily apparent.

The first three variables in Table 6 were associated with subjects' self-reports of dating and were very strongly intercorrelated. Early age-of-dating, high frequency-of-dating and high nights-out-per-week were all related to high out-of-school, nonadult activities, high father-encouragement, and high peer and clique-crowd orientation by peer nomination. Two of the three variables were related to high adult-sponsored activities, low academic-aspirations, low father-son agreement, high dating by peer-nominations, and high absences-from-school. The three variables did not relate to school clubs and government, but early age-of-dating related to high sports activity. Neither age-dating-began nor frequency-of-dating was related to credits, curriculum, or aptitude test scores, but high nights-out-per-week was significantly correlated with low on each of these variables. None of the three related to father-presence or father-occupation.

The fourth and fifth variables in Table 6, having-close-friends and interaction-with-close-friends, constituted a friendship pattern group. Having many friends and high interaction with them were both highly

Table 6
Intercorrelation Matrix of Activity, Peer Nominations, School Background, and Family-Status Variables

	1	2	3	4	5
A. Activity variables					
1. Age dating began	1.000	-.549***	-.448***	-.182***	.150***
2. Frequency of dating		1.000	.386***	.009	-.037
3. Nights out per wk.			1.000	.213***	-.205***
4. No. of close friends				1.000	-.306***
5. Interaction w/close friends					1.000
6. Out of school, non-adult act.					
7. School clubs and gov.					
8. School sports					
9. Adult sponsored activity –					
10. Hrs. of study at home per wk.					
11. Academic aspirations					
12. Father encouragement					
13. Fa-son agreement					
14. Son's perception/Fa occup.					
B. Peer nomination variables					
15. Peer orientation					
16. Few-friends orientation					
17. Clique-crowd orientation					
18. Dating orientation					
C. School background variables					
19. Age in school					
20. Absences					
21. Credits					
22. Curriculum					
23. Reading aptitude					
24. Total test aptitude					
D. Family status variables					
25. Fa presence					
26. Fa occupation					

Table 6 (Continued)

	6	7	8	9	10
A. Activity variables					
1. Age dating began	-.292***	-.027	-.082*	-.124***	-.011
2. Frequency of dating	.284***	.020	.063	.141***	-.031
3. Nights out per wk.	.336***	-.039	-.000	.025	-.143***
4. No. of close friends	.197***	.133***	.128***	.099**	.018
5. Interaction w/close friends	-.168***	-.026	.045	-.054	.076*
6. Out of school, non-adult act.	1.000	.087*	.070	.146***	.019
7. School clubs and gov.		1.000	.526***	.284***	.296***
8. School sports			1.000	.251***	.195***
9. Adult sponsored activity				1.000	.276***
10. Hrs. of study at home per wk.					1.000
11. Academic aspirations					
12. Father encouragement					
13. Fa-son agreement					
14. Son's perception/Fa occup.					
B. Peer nomination variables					
15. Peer orientation					
16. Few-friends orientation					
17. Clique-crowd orientation					
18. Dating orientation					
C. School background variables					
19. Age in school					
20. Absences					
21. Credits					
22. Curriculum					
23. Reading aptitude					
24. Total test aptitude					
D. Family status variables					
25. Fa presence					
26. Fa occupation					

Table 6 (Continued)

	11	12	13	14	15
A. Activity variables					
1. Age dating began	.078*	-.117***	.088*	-.097**	-.365***
2. Frequency of dating	-.018	.100**	-.009	.003	.287***
3. Nights out per wk.	.077*	.076*	-.103**	-.063	.260***
4. No. of close friends	-.118***	.012	-.029	-.015	.200***
5. Interaction w/close friends	-.026	-.034	.072	.039	-.181***
6. Out of school, non-adult act.	-.028	.042	.058	.047	.167***
7. School clubs and gov.	-.350***	.007	.135***	.112***	.044
8. School sports	-.262***	.026	.078*	.125***	.209***
9. Adult sponsored activity	-.248***	.074	.124***	.122***	.129*
10. Hrs. of study at home per wk.	-.446***	.014	.131***	.204***	.039
11. Academic aspirations	1.000	-.013	-.108**	-.197***	-.110*
12. Father encouragement		1.000	.228***	.108**	.108
13. Fa-son agreement			1.000	.068	.065
14. Son's perception/Fa occup.				1.000	-.055
B. Peer nomination variables					
15. Peer orientation					1.000
16. Few-friends orientation					
17. Clique-crowd orientation					
18. Dating orientation					
C. School background variables					
19. Age in school					
20. Absences					
21. Credits					
22. Curriculum					
23. Reading aptitude					
24. Total test aptitude					
D. Family status variables					
25. Fa presence					
26. Fa occupation					

Table 6 (Continued)

	16	17	18	19	20
A. Activity variables					
1. Age dating began	-.085	-.398***	-.321***	.126***	-.133***
2. Frequency of dating	.060	.420***	.426***	-.000	.073
3. Nights out per wk.	.104*	.364***	.098	-.032	.183***
4. No. of close friends	.081	.099	-.016	-.058	.053
5. Interaction w/close friends	.044	-.140**	.017	-.016	-.035
6. Out of school, non-adult act.	.127*	.259***	.070	-.023	.069
7. School clubs and gov.	-.034	.102	.065	-.037	-.193***
8. School sports	.052	.163***	.023	-.100**	-.177***
9. Adult sponsored activity	.038	.278***	.077	-.092*	-.129***
10. Hrs. of study at home per wk.	.017	.011	.057	-.133***	-.205***
11. Academic aspirations	-.046	-.091	-.162***	.230***	.264***
12. Father encouragement	.002	.166***	.137**	-.015	.031
13. Fa-son agreement	-.053	.033	.002	-.053	-.018
14. Son's perception/Fa occup.	.050	.060	.064	-.168***	-.025
B. Peer nomination variables					
15. Peer orientation	.123*	.436***	.185***	-.039	.016
16. Few-friends orientation	1.000	.182***	.038	-.134***	-.062
17. Clique-crowd orientation		1.000	.372***	-.017	.033
18. Dating orientation			1.000	-.083	-.046
C. School background variables					
19. Age in school				1.000	.077***
20. Absences					1.000
21. Credits					
22. Curriculum					
23. Reading aptitude					
24. Total test aptitude					
D. Family status variables					
25. Fa presence					
26. Fa occupation					

Table 6 (Continued)

	21	22	23	24	25
A. Activity variables					
1. Age dating began	.053	.044	-.016	-.021	.013
2. Frequency of dating	-.052	.033	-.024	-.022	-.004
3. Nights out per wk.	-.156***	.083*	-.085*	-.084*	.041
4. No. of close friends	.026	-.014	.058	.056	.012
5. Interaction w/close friends	.011	-.041	.031	-.002	.005
6. Out of school, non-adult act.	-.131***	.001	.052	.006	.060
7. School clubs and gov.	.227***	-.258***	.226***	.230***	-.038
8. School sports	.210***	-.242***	.134***	.184***	-.114***
9. Adult sponsored activity	.107*	-.134***	.135***	.142***	-.013
10. Hrs. of study at home per wk.	.250***	-.353***	.352***	.323***	-.026
11. Academic aspirations	-.350***	.492***	-.459***	-.437***	.112**
12. Father encouragement	-.021	-.003	-.061	-.051	-.012
13. Fa-son agreement	.130***	-.101**	.158***	.145***	.022
14. Son's perception/Fa occup.	.108*	-.195***	.200***	.156***	-.057
B. Peer nomination variables					
15. Peer orientation	-.015	.018	.039	.072	-.096*
16. Few-friends orientation	-.087	-.005	.069	.041	-.018
17. Clique-crowd orientation	-.051	.038	.024	-.005	-.076
18. Dating orientation	-.006	.010	.065	.034	-.122**
C. School background variables					
19. Age in school	-.057*	.132***	-.184***	-.214***	.046*
20. Absences	-.228***	.194***	-.192***	-.201***	.058**
21. Credits	1.000	-.362***	.312***	.358***	-.059**
22. Curriculum		1.000	-.528***	-.541***	.040
23. Reading aptitude			1.000	.837***	-.025
24. Total test aptitude				1.000	-.024
D. Family status variables					
25. Fa presence					1.000
26. Fa occupation					

Table 6 (Continued)

	26
A. Activity variables	
1. Age dating began	-.028
2. Frequency of dating	.009
3. Nights out per wk.	-.042
4. No. of close friends	-.005
5. Interaction w/close friends	.066
6. Out of school, non-adult act.	.001
7. School clubs and gov.	.161***
8. School sports	.110**
9. Adult sponsored activity	.153***
10. Hrs. of study at home per wk.	.173***
11. Academic aspirations	-.237***
12. Father encouragement	.023
13. Fa-son agreement	.055
14. Son's perception/Fa occup.	.545***
B. Peer nomination variables	
15. Peer orientation	-.012
16. Few-friends orientation	.052
17. Clique-crowd orientation	-.019
18. Dating orientation	-.002
C. School background variables	
19. Age in school	-.081***
20. Absences	-.090***
21. Credits	.187***
22. Curriculum	-.262***
23. Reading aptitude	.228***
24. Total test aptitude	.217***
D. Family status variables	
25. Fa presence	-.052*
26. Fa occupation	1.000

correlated with early age-of-dating, high nights-out-per-week, and high peer-orientation by peer nominations. Having many friends was also correlated with high non-adult activities, high school clubs, high adult-sponsored activities, and high academic orientation. On the other hand, high interaction-with-close-friends was also correlated with low hours-of-study and high clique-crowd orientation by peer-nominations. Neither friendship pattern variable was related to self-reports of father-son relations, school-background nor family status.

The next variable in Table 6 is taken singly, for it is the only variable to tap self-reports of out-of-school, non-adult activities. It emerged, however, as an important indicator of peer activity. High participation in non-adult activities correlated significantly with early age-of-dating, high frequency-of-dating, high nights-out-per-week, high number-of-close-friends, high interaction-with-close-friends, low school-credits, high peer-orientation, high few-friends, and high clique-crowd orientation. Unexpectedly, it also was correlated with high adult-sponsored activities. Non-adult activities was uncorrelated with self-reports of academic orientation, father-orientation, school background (except for low-credits), and family-status variables.

Variables seven, eight, and nine in Table 6 pertain to extra-curricular activities and were highly intercorrelated. Low school-clubs-and-government, low school-sports and low adult-sponsored activities, respectively, were correlated significantly with self-reports of few close-friends, low hours-of-study, low academic-aspirations, low father-son-agreement, low father-occupation, high absences-from-school, low credits, low curriculum, and low aptitude test scores. Further, both low sports and low adult-sponsored-activities were correlated with low peer-orientation, low clique-crowd, and high age-in-school. None of the three variables was related to father-encouragement, few-friends, or dating-orientation by peer-nomination.

Hours-of-study-per-week and academic-aspirations, entries 10 and 11 in Table 6, were highly intercorrelated. Low on both of these variables was significantly related to high nights-out-per-week, low school-and adult-sponsored activity variables, low father-son encouragement, low perception-of-father's-occupation, high age-in-school, high school-absences, low credits, low curriculum, low aptitude test scores, and low father-occupational-status. It is noteworthy that low academic-aspirations, regardless of the number of hours studied, correlated with late age-dating-began, few-close-friends, weak peer and dating-orientations by peer nomination, and low father-presence. Neither variable was related to non-adult-sponsored-activities nor to father-encouragement.

The father-son variables presented in Table 6, entries 12, 13, and 14, show that the son's perception of his father's occupation correlated significantly with the father's occupation as indicated by school records (entry 26). But father-son-agreement was unrelated to both measures of father-status, and father-encouragement was related only to the son's perception-of-father's-occupation. The variables were not uniformly related to any of the remaining variables, however, both low father-agreement and low father-occupation were correlated with low on adult-sponsored-activities, low school-credits, low curriculum, and low aptitude test scores. On the other hand, low father-encouragement was related to late age-dating-began, low nights-out, low clique-crowd, and low dating by peer nomination. In contrast, low father-son-agreement was related to early age-dating-began and high nights-out, and was unrelated to any of the peer nomination variables. Finally, low son's-perception-of-the-father's-occupation was related to high age-in-school.

The variables based upon peer nominations, entries 15, 16, 17, and 18 in Table 6, were in general intercorrelated (few-friends did not correlate with dating). High peer nominations for peer-orientation, clique-crowd, and dating, however, were highly correlated with early age-dating-began. Further, high dating by peer-nomination was correlated with high frequency-of-dating. The peer-nomination variables in general seem to separate into two distinct patterns of relationships. High peer- and clique-crowd orientation relate strongly to high frequency-of-dating, high nights-out-per-week, high interaction-with-close-friends, high out-of-school-activities, high school-sports, and high adult-sponsored-activities. Both high clique-crowd and high dating were related to high father-encouragement. Also, high few-friends by nomination was related to high nights-out-per-week and high non-adult-sponsored-activities, and high peer- and dating-orientations were related to low academic-aspirations. Finally, high peer- and high dating-orientations were related to high father-presence-in-the-household. None of the peer-nomination variables, except high age and low few-friends, was related to the school-background or father-occupation variables.

The school background variables presented in Table 6 are all highly intercorrelated and consistent in a pattern of high age-in-school, high absences, low credits, low curriculum, and low aptitude test scores. Each of the variables, in this pattern, was significantly correlated with low school-sports, low adult-sponsored-activity, low hours-of-study and low academic-aspirations. Also, except for age, high nights-out-per-week and low school-clubs-and-government correlated with the pattern. It is noteworthy that high age was correlated with late age-dating-began whereas high absences was correlated with early age-dating-began. High age, low credits, low curriculum, and low aptitude test scores were correlated with low on the two measures of father's occupation; further, high absences showed a correlation only with low father-occupation as revealed by school records. By and large, the school background variables were unrelated to the peer-nomination variables. Finally, high age, high absences, and low credits were related to low father-presence.

The two family status variables, entries 25 and 26 in Table 6 show a slight negative correlation. As noted above, low on each of the variables was related to low school-sports, low academic-aspirations, and the pattern of school-background variables. Low on father-occupational-status was also related to low school and adult-sponsored-activities. Neither variable was related to the dating or friendship pattern variables.

Table 7 presents a correlation matrix showing the relationships of the twenty-six criterion variables with the columns and rows of both the youth-culture and father-orientation scales. The data strongly corroborated the assumption that strong youth-culture interests and low father-orientation were related to weak school commitment.[2] The three dating-activity variables, early age-of-dating, high frequency-of-dating, and high nights-out-per-week were highly related to "high" for each column and row of the youth-culture measure. The relationships of the dating activity variables to father-orientation were not nearly so extensive, although high frequency-of-dating was related to low effectiveness and low people-community while high nights-out-per-week was related to low father-status, effectiveness, job, and people-community. None of the dating activity variables were related to father-family roles.

---

[2] Note: High scores on the youth-culture scales indicate high youth-culture orientation while high scores on the father-orientation scales indicate weak or low father-orientation.

Table 7
Intercorrelation Matrix of the Criterion Variables
with the Youth-Culture and Father-Orientation Scales

	SS	IA	Sx	Sol	FF
A. Activity variables					
1. Age dating began	-.130***	-.255***	-.258***	-.113***	-.232***
2. Frequency of dating	.119***	.213***	.224***	.113***	.183***
3. Nights out per wk.	.196***	.282***	.314***	.229***	.276***
4. No. of close friends	.104**	.105**	.081*	.066	.074*
5. Interaction w/close friends	-.060	-.063	-.067	-.065	-.051
6. Out of school, non-adult act.	.130***	.203***	.193***	.090*	.167***
7. School clubs and gov.	-.138***	-.179***	-.172***	-.198***	-.217***
8. School sports	-.079*	-.155***	-.125***	-.151***	-.180***
9. Adult sponsored activity	-.036	-.091*	-.095**	-.114***	-.085*
10. Hrs. of study at home per wk.	-.184***	-.188***	-.201***	-.249***	-.215***
11. Academic aspirations	.148***	.135***	.126***	.175***	.148***
12. Father encouragement	-.020	.031	.030	.016	.010
13. Fa-son agreement	-.112***	-.095**	-.067	-.098**	-.112***
14. Son's perception/Fa occup.	-.028	-.027	-.015	-.049	-.006
B. Peer nomination variables					
15. Peer orientation	.117**	.108*	.158***	.085	.120**
16. Few-friends orientation	.101*	.203***	.115**	.107*	.179***
17. Clique-crowd orientation	.157***	.238***	.265***	.169***	.218***
18. Dating orientation	-.046	.091*	.057	-.033	.072
C. School background variables					
19. Age in school	-.012	.053*	.005	.025	.018
20. Absences	.055**	.148***	.127***	.115***	.132***
21. Credits	-.135***	-.187***	-.148***	-.155***	-.211***
22. Curriculum	.162***	.131***	.137***	.161***	.178***
23. Reading aptitude	-.211***	-.106***	-.134***	-.171***	-.184***
24. Total test aptitude	-.191***	-.109***	-.120***	-.166***	-.172***
D. Family status variables					
25. Fa presence	.001	.049*	.024	.022	.043*
26. Fa occupation	-.057*	-.042	-.047*	-.064**	-.062**

Table 7 (Continued)

	CC	D	SS	E	FJ
A. Activity variables					
1. Age dating began	-.256***	-.286***	.011	-.066	-.039
2. Frequency of dating	.259***	.221***	-.005	.108**	.075
3. Nights out per wk.	.298***	.287***	.079*	.133***	.135***
4. No. of close friends	.097**	.148***	-.093*	.011	.003
5. Interaction w/close friends	-.058	-.036*	.070	-.005	-.020
6. Out of school, non-adult act.	.229***	.231***	-.048	-.008	-.013
7. School clubs and gov.	-.151***	-.112***	-.083*	-.101**	-.114***
8. School sports	-.110***	-.061	-.025	-.058	-.076*
9. Adult sponsored activity	-.070	-.042	-.109**	-.051	-.082*
10. Hrs. of study at home per wk.	-.192***	-.130***	-.125***	-.144***	-.210***
11. Academic aspirations	.130***	.099**	.129***	.043	.206***
12. Father encouragement	.024	.024	-.166***	-.114***	-.101**
13. Fa-son agreement	-.075*	-.079*	-.264***	-.243***	-.230***
14. Son's perception/Fa occup.	-.044	.012	-.149***	-.154***	-.192***
B. Peer nomination variables					
15. Peer orientation	.164***	.146***	-.030	.058	-.016
16. Few-friends orientation	.161***	.119**	-.010	.041	-.005
17. Clique-crowd orientation	.276***	.233***	-.015	.074	-.008
18. Dating orientation	.068	.050	.025	.050	-.018
C. School background variables					
19. Age in school	.002	.024	.028	.017	.059**
20. Absences	.105***	.112***	.085***	.095***	.101***
21. Credits	-.146***	-.133***	-.106***	-.135***	-.136***
22. Curriculum	.124***	.119***	.152***	.122***	.198***
23. Reading aptitude	-.131***	-.115***	-.151***	-.121***	-.249***
24. Total test aptitude	-.112***	-.110***	-.146***	-.098***	-.206***
D. Family status variables					
25. Fa presence	.023	.020	.025	.012	.074***
26. Fa occupation	-.050*	-.022	-.044	-.115***	-.141***

Table 7 (Continued)

	PC	FS	Fam
A. Activity variables			
1. Age dating began	-.057	-.004	-.006
2. Frequency of dating	.079*	.017	.018
3. Nights out per wk.	.127***	.022	.072
4. No. of close friends	.040	-.078*	-.075
5. Interaction w/close friends	-.019	.040	.086*
6. Out of school, non-adult act.	.026	-.068	-.032
7. School clubs and gov.	-.063	-.091*	-.047
8. School sports	-.037	-.059	.016
9. Adult sponsored activity	-.050	-.037	-.077*
10. Hrs. of study at home per wk.	-.093*	-.117***	-.025
11. Academic aspirations	.057	.054	-.063
12. Father encouragement	-.089*	-.163***	-.104**
13. Fa-son agreement	-.180***	-.235***	-.193***
14. Son's perception/Fa occup.	-.129***	-.119***	-.067
B. Peer nomination variables			
15. Peer orientation	-.029	.035	.065
16. Few-friends orientation	.010	.026	.035
17. Clique-crowd orientation	.030	.028	.069
18. Dating orientation	.017	.018	.108*
C. School background variables			
19. Age in school	.027	.012	-.030
20. Absences	.076***	.045*	.076***
21. Credits	-.160***	-.032	-.061**
22. Curriculum	.154***	.053*	.033
23. Reading aptitude	-.171***	-.038	.023
24. Total test aptitude	-.154***	-.044	.023
D. Family status variables			
25. Fa presence	.054*	-.051*	-.005
26. Fa occupation	-.089***	-.042	-.011

Of the two friendship variables, high close-friends was correlated with high social-striving, high independence-assertion, high sex-gratification, high few-friends, high clique-crowd, and high dating, but was unrelated to solitariness. High interaction-with-close-friends related only to high dating. Neither variable showed strong relationships with father-orientation, however, the pattern that appeared was consistent: high close-friends was correlated with high father-status-seeking and high father-son status, while high interaction-with-close-friends correlated with high family-status.

The variables pertaining to out-of-school, non-adult-activities, entry six, were highly correlated with all of the columns and rows of the youth-culture measure, but with none of those tapping father-orientation.

Each of the three adult-sponsored-activity variables and the two academic-orientation variables were strongly related to the youth-culture scales. Low school-clubs-and-government, low sports, low adult-sponsored-activities, low hours-of-study and low academic-aspirations, were correlated significantly with "high" on each of the youth-culture columns and rows, with four exceptions: school-sports and adult-sponsored activities were related with dating, and adult-activities was related to both clique-crowd and social-striving. The pattern for the father-orientation measure was less consistent. Low school-clubs-and-government was correlated with low social-striving, low effectiveness, low job and low father-son relations. Low school-sports related only to low father-job. Low adult-sponsored-activities correlated with low social-striving, low father-job, and low father-family. Low hours-of-study correlated with "low" for all of the rows and columns of the father-orientation scale except father-family. Low academic aspirations related significantly to low social-striving and low father-job.

The three self-report variables pertaining to father-son relations were differentially correlated with the youth-culture scales. Neither father-encouragement nor father-occupation showed significant relationships, but low father-son agreement correlated with high status-seeking, high independence-assertion, high solitariness, high few-friends, high clique-crowd, and high dating. Each of the three variables, on the other hand, were highly correlated with the father-orientation scales. Low on these self-report variables correlated with low on every variable in the father-orientation scale, with the exceptions of son's-perception-of-father-occupation and father-family.

Relationships with peer-nomination variables showed an opposite pattern from those with self-reports of father-son relations. With one exception, high dating by peer-nomination and low father-family, none of the peer-nomination variables was related to any father-orientation variable. High peer-orientation, high few-friends, and high clique-crowd, respectively, significantly related to each youth-culture column and row scale, except for peer-orientation with solitariness. Surprisingly, high dating by peer nominations was related only to high independence-assertion.

Except for age-in-school, which related only to high independence-assertion, all school background variables--high absences, low credits, low curriculum, and low aptitude test scores, were related to high on every youth-culture scale. The same strong pattern emerged for the father-orientation measure. High age-in-school was related only to low father-job, but high absences, low credits, low curriculum, and low aptitude test scores, were related to high on every youth-culture scale. The same strong pattern emerged for the father-orientation measure. High age-in-school was related only to low father-job, but high absences, low credits, low curriculum, and low aptitude test scores correlated significantly with every father-orientation variable, with two exceptions--credits did not correlate with father-son nor did curriculum correlate with family.

The two family status variables were differentially correlated with the youth-culture and father-orientation measures. Father presence or absence was largely unrelated to the youth-culture variables, with the exception of weak correlations between low father-presence and both high independence-assertion and high few-friends. However, low father-presence was related to low father-job, low people-community, and high father-son. Low father's-occupational-status was correlated with high solitariness, high few-friends, and high clique-crowd, while in the father-orientation scales, with low father-effectiveness, low father-job, and low people-community.

Part III

This section presents results based upon multivariate procedures applied to the Social Interests Inventory, in accordance with the three steps cited in statistical analysis (c.f. Method). First, the extent to which the Social Interests Inventory separated subjects on the basis of potential-dropout, general, and college-bound programs was assessed.

Second, analyses were conducted to determine which variables of the Social Interests Inventory contributed relatively to separating the three groups. Third, the classification probabilities for the replication sample were determined.

Table 8 presents means and standard deviations of the Social Interests Inventory columns, rows, and cells, respectively, separated in terms of the three academic orientation groupings. The data of Table 8 show that the transitivity of the youth-culture column means--high for dropouts to low for college-bound--was exactly as expected, as was the transitivity of the means for father-effectiveness. A test for the homogeneity of group dispersions of the column variables, using a multivariate analysis of variance model (Cooley and Lohnes, 1962) produced a Wilks' lambda of .933 ($F = 4.17$, $p < .001$). Thus the generalized, multivariate null hypothesis that the three groups would have similar orientations on the Social Interests Inventory columns may be regarded as untenable. The means of Table 8 and the univariate F ratios (Table 10) showed that it was the youth-culture variables that contributed most to the group separation based on the five columns.

The data presented in Table 8 for the row variables also showed perfect transitivity for the youth-culture variables, as well as for father-orientation job and people-community variables. The multivariate analysis of variance model yielded a Wilks' lambda of .897 ($F = 4.12$, $p < .001$). The means of Table 8 and the univariate F ratios in Table 10 also show that most of the discrimination was provided by the youth-culture variables, but here, the father-job and people-community variables did produce significant differences.

The remaining data in Table 8, the twenty cells of the Social Interests Inventory, may also be compared. By and large, the expected transitivity of the means was evident. On one youth-culture variable and on six father-orientation variables, however, transitivity is lacking. For example, the social-striving/clique-crowd means were very slightly reversed for potential-dropout and general-program groups. The father-orientation scales were somewhat more confused. The dropout and general means were almost identical on social-striving/job and social-striving/people-community whereas the college-bound means, as expected, were much lower. The situation appears to be reversed for the family-status variables,

Table 8
Dropout, General, and College Bound Means and Standard Deviations for Youth-Culture and Father-Orientation Scales (600 males)

	Dropout		General		College	
Variable	Means	S.D.	Means	S.D.	Means	S.D.
A. Columns						
YC-SS	53.255	12.430	52.055	11.135	47.800	11.199
YC-IA	57.815	14.505	54.250	14.812	50.040	14.340
YC-Sx	61.120	15.563	57.925	15.205	53.140	15.714
FO-SS	49.125	15.112	50.585	13.063	49.330	11.491
FO-E	52.005	18.290	50.750	15.298	49.750	15.633
B. Rows						
YC-Sol	41.505	9.902	39.180	9.508	36.620	10.067
YC-FF	40.370	10.188	38.235	9.368	34.235	9.126
YC-CC	45.205	10.239	44.070	10.662	39.870	10.159
YC-D	45.160	10.961	42.725	10.988	40.335	10.465
FO-FJ	24.170	9.024	23.910	7.387	22.000	7.995
FO-PC	24.955	9.762	24.260	8.289	22.840	8.040
FO-FS	26.920	9.289	27.670	8.117	27.915	7.236
FO-Fam	25.100	8.875	25.420	8.023	26.950	7.932
C. Cells						
YC-SS/Sol	12.850	3.856	12.125	3.864	11.890	3.944
YC-SS/FF	12.245	4.273	11.955	3.651	10.235	3.305
YC-SS/CC	13.710	4.656	13.935	4.179	12.595	4.009
YC-SS/D	14.450	4.125	14.120	4.075	13.125	4.050
YC-IA/Sol	13.135	4.198	12.155	4.006	10.855	3.973
YC-IA/FF	13.615	4.925	12.510	5.126	10.975	4.412
YC-IA/CC	15.575	4.209	14.935	4.496	14.080	4.498
YC-IA/D	15.575	4.883	14.650	4.987	14.130	4.509
YC-Sx/Sol	15.575	5.041	14.950	4.849	13.940	4.824
YC-Sx/FF	14.540	4.087	13.785	3.766	12.915	4.001
YC-Sx/CC	15.875	4.963	15.200	5.199	13.210	5.003
YC-Sx/D	15.125	5.379	14.005	5.089	13.075	5.205
FO-SS/FJ	11.365	5.036	11.395	4.520	9.705	4.074
FO-SS/PC	11.355	5.098	11.465	4.599	10.065	4.429
FO-SS/FS	14.085	5.719	14.635	4.877	15.585	4.445
FO-SS/Fam	12.285	5.221	13.170	4.982	13.975	4.601
FO-E/FJ	12.785	5.259	12.590	4.327	12.025	4.363
FO-E/PC	13.600	5.961	12.860	5.116	12.775	5.148
FO-E/FS	12.800	5.795	13.050	5.383	12.300	5.130
FO-E/Fam	12.850	5.034	12.350	4.719	12.615	4.908

where the college-bound means were higher than both the general and dropout means. Further, the means of the father-effectiveness variables were nearly identical across the three groups. The multivariate analysis of variance model yielded a Wilks' lambda of .833 ($F = 2.76$, $p < .001$). Thus, by columns, rows, and cells, the Social Interests Inventory variables significantly discriminated membership in the three groups of academic orientation and indicated the likelihood of having the groups located in different parts of the multivariate space, thus permitting the classification of subjects by probability analysis.

A discriminant analysis was therefore conducted to examine the nature of differences among the column, row, and cell variables. The results of the three separate discriminant analyses revealed that all of the information in the five columns, eight rows, and twenty cells, respectively, regarding differences among the three groups, could be summarized in two discriminant functions, and the centroids, or mean vectors for these are given in Table 9. The information accounted for by the first discriminant function using column variables was 88.0%; rows, 88.1%; and cells, 81.2%. Since the second discriminant function accounted for 12.0%, 11.9%, and 18.8%, respectively, exactly 100% of all the information pertaining to differences among the groups may be summarized in these two discriminant functions. The first discriminant function clearly separates the groups on the basis of the youth-culture/academic orientation dichotomy. The centroids appear to be overlapping in the second discriminant function, and although a second function was calculated, no meaningful basis for discussing the slight separation seems warranted.

The composition of the discriminant functions, by column, row, and cell variables is indicated in Table 10. The first column presents the scaled vectors or weights for the first discriminant function. The positive loadings indicate the youth-culture end of the function, and the negative loadings indicate the college-bound end. To achieve maximum discrimination among, for example, the columns, one must sum the products of the weights and their respective raw scores.

Inspection of the magnitude of the function (Table 10) weights provides indication of the discriminating power of each column, row,

Table 9
Centroids of Groups in Discriminant Space

	Discriminant Function 1	Discriminant Function 2
A. Columns		
Dropout	45.17	19.20
General	42.79	21.40
College	39.06	19.91
B. Rows		
Dropout	14.48	-7.718
General	13.17	-5.81
College	10.15	-6.74
C. Cells		
Dropout	5.14	0.33
General	4.52	1.93
College	2.14	0.88

Table 10
Relative Predictive Power of the Row, Column, and Cell Variables

	Discriminate Function		F ratio
	1	2	
A. Columns			
YC-SS	.329	.537	12.21
YC-IA	.330	-.196	14.30
YC-Sx	.224	-.067	13.44
FO-SS	-.079	.786	0.71
FO-E	-.023	-.626	0.94
B. Rows			
YC-Sol	.026	-.463	12.36
YC-FF	.453	-.057	21.17
YC-CC	.067	.755	14.73
YC-D	-.089	-.554	9.97
FO-FJ	.264	.294	4.21
FO-PC	.128	-.191	3.05
FO-FS	-.233	.320	0.79
FO-Fam	-.286	-.249	1.79
C. Cells			
YC-SS/Sol	-.137	-.368	3.31
YC-SS/FF	.352	.224	16.66
YC-SS/CC	-.115	.370	5.60
YC-SS/D	-.013	-.071	5.71
YC-IA/Sol	.233	-.103	15.87
YC-IA/FF	.254	-.126	15.07
YC-IA/CC	-.124	.108	5.80
YC-IA/D	-.128	-.071	4.65
YC-Sx/Sol	-.032	-.026	5.66
YC-Sx/FF	.009	-.221	8.46
YC-Sx/CC	.297	.265	15.02
YC-Sx/D	-.058	-.175	7.72
FO-SS/FJ	.288	.149	9.00
FO-SS/PC	.178	.174	5.45
FO-SS/FS	-.078	.029	4.53
FO-SS/Fam	-.236	.358	5.85
FO-E/FJ	.085	-.018	1.43
FO-E/PC	-.128	-.313	1.40
FO-E/FS	-.146	.282	.98
FO-E/Fam	-.036	-.372	.52

Table 11
Predictions Using Social Interests Inventory

Variable Type (actual groups)	% predicted CB n = 200	% predicted Gen. n = 200	% predicted DO n = 200	Total % correctly assigned n = 600
Columns				40.6(244)
College Bound	55.5(111)*	21.5(43)	23.0(46)	
General	35.5(71)	33.5(67)	31.0(62)	
Dropout	35.5(71)	31.5(63)	33.0(66)	
Rows				40.0(240)
College Bound	56.0(112)	28.0(56)	16.0(32)	
General	34.5(69)	33.5(67)	32.0(64)	
Dropout	37.0(74)	32.5(65)	30.5(61)	
Cells				42.5(255)
College Bound	63.0(126)	20.5(41)	16.5(33)	
General	32.5(65)	38.5(77)	29.0(58)	
Dropout	36.5(73)	37.5(75)	26.0(52)	

---

*The numbers in parenthesis indicate the number of persons upon whom the percentages are based.

and cell variable relative to the remaining column, row, and cell variables, respectively. One may also consider the relative magnitudes of the univariate F ratios. The largest contributor to group differences among the columns was independence-assertion. Next in importance were sex-gratification and social-striving. Few-friends was the best discriminator among the row variables. A number of relatively high weights appeared for the cells, e.g., status-seeking/few-friends, independence-assertion/solitariness, independence-assertion/few-friends, sex-gratification/clique-crowd, father-status-seeking/father-job, father-status-seeking/people-community, father-status-seeking/family.

The products of the discriminant function weights and the raw scores were obtained to create discriminant scores for the classification probability analysis. The 600 subjects not included in the determination of the prediction equations (the second half of the 1,200 that had been set aside for cross-classification purposes) were used to determine whether their known measurement scores could be used to predict their concealed group membership. The classification probability analysis (Cooley and Lohnes, 1962) requires computation of the probability of membership in each of the three groups. An individual is assigned,on the basis of the discriminant functions, to the group for which his probability for membership is highest, and the resulting ratios between those assigned and their hidden group membership demonstrates the predictive characteristics of the Social Interests Inventory.

Table 11 summarizes the percentages of those assigned by columns, rows, and cells, respectively. The overall rates were 40.6% for columns, 40.0% for rows, and 42.5% for cells. For all three schemes of dividing the Social Interests Inventory, the Inventory scored its best success in predicting membership in the college-bound program.

Chapter 4

Discussion

Political, cultural, sociological and technological changes in the wider society create strains among individuals that engender feelings of helplessness, inadequacy, and frustration. On the one hand, youth in urban ghettos express their bafflement in periodic riots--leaving death, wanton destruction, and bitterness in the aftermath. On the other, middle-class, affluent youth, although possessing unrestricted channels to the adult world, react against the social order by rejecting its ideologies and by seeking to repeal its injustices. Between the extremes exists an expansive, silent majority of nameless youth, whose lives are shrouded by school, family, and peer activities. The larger proportion of these persons find that school, family, and peer relations satisfactorily undergird their transition from play-groups and high-school activities to adult social roles. For the other proportion, school, family, and peers are divisive. Of these youth, a small residue may reject their peers for school and family; however, since school and family responsibilities generally are reinforced by less immediate and enticing rewards, the larger remainder of this cohort may find youth-culture rewards more appealing and thus may judge school and family-life as relatively boring, irrelevant, and even debilitating. The present investigation is predicated on the basic assumption that the potential high-school dropouts largely constitute the latter group and that satisfaction of their social needs will be derived from strong youth-culture involvement.

The assumption, formulated in terms of a generalized hypothesis, was strongly confirmed by means of a specially constructed Social Interests Inventory. School, family, and peers were shown to differentially motivate adolescents. Specifically, adolescent boys active in the high-school program demonstrated strong father-orientation and weak youth-culture involvement whereas boys characterized as potentially ready to drop out of school demonstrated weak father-orientation and strong youth-culture involvement.

In interpreting the results of the study, the restrictions imposed by the nature of the sample should be considered. The investigation is based upon a large sample of adolescent boys in the eleventh and twelfth grades, drawn from public high schools in cities ranging in population from 3,000 to 250,000. None of the high schools, however, was in a city where strains fostering alienation were likely to attain dramatic expression. The basic assumption of school, family, and peer competition probably holds at all levels of society, but the fine points of interaction between incentives and social roles may vary from place to place.

The major purposes of the investigation were (1) to substantiate empirically the belief that the youth culture spawns social systems relatively alien to adult aims and (2) to provide substantive grounds for evaluating the impetus given by different family, school, and youth-culture activities to this alienation; a secondary concern also led to the development of criterion measures against which to validate the Social Interests Inventory. The Inventory reflects motivation and interest based on self-perception while the criterion variables measure behavioral involvement, regardless of feelings. Analyses of these variables, apart from the Social Interests Inventory, (cf. Results, Part II, Table 6) clarify certain aspects of the relations among school, family, and youth-culture activities.

The criterion variables were drawn from three independent sources. Variables 1-14, for example, are based upon self-report questions wherein each subject described himself by selecting an appropriate description from among several alternatives; variables 15-18 are based upon peer nominations of youth-culture visibility; and variables 19-26 are based upon information obtained from school records. Each provides measures against which to validate the other two. Early age-dating-began and high frequency-of-dating correlated with dating visibility by peer nominations. Persons reporting both having close-friends and interacting with close friends were also nominated as peer-oriented. Further, self-reports of high hours-of-study, and high academic-aspirations correlated with high academic standing based on school records. Finally, the son's self-report of father's occupation was validated by school record data on father's occupational status.

Several patterns of relationships among the criterion variables, in addition to their validity support, also reveal that the general competition that seemingly exists between adult and youth-culture aims varies across school, family, and youth-culture functions.

The consistently high correlations of school, club, government and sports activities with credits and curriculum, etc., for example, demonstrate that adolescents see extracurricular activities as belonging to the school. As Coleman (1961) observed, such activities are indeed not "their own;" they are supported by schools, conducted by school personnel, and regarded as training ground for adult responsibilities. School-sponsored peer activities serve to keep peer influence school-oriented and, thus, reinforce school objectives. Participation in school-sponsored activities at the high-school level appears to require both a previous history of academic adjustment and abundant resources, and hence, for those who lack these attributes, participation may be difficult. As the data confirm, involvement in school activities is least among boys who possess low academic standing, low academic aspirations, low father-son agreement, and low father occupational level.

Moreover, the link between school sponsored activities and school academic goals was corroborated by the peer-nomination variables. Boys perceived by their peers as peer-oriented and high in clique-crowd orientation reported that they participated actively in extracurricular activities. The fact that boys who were highly visible among their peers were also highly active in school affairs suggests that both these resources, peer-support and involvement in extracurricular activities, may operate within a net or web that effectively restricts persons to adult-approved values and responsibilities.

In sharp contrast, boys relatively low in both peer nominations and extracurricular activities seem inactive in general. They are apparently loners, for they participate in neither school activities nor youth-culture functions.

Further, the image of the loner is sharpened by considering the relations between self-reports of academic-aspirations and peer-activities. Low academic aspirations was related to late age-dating-began, few close-friends, and low visibility in terms of peer-orientation and dating. Hours-of-study, however, was not clearly related to the peer-activity variables. Thus, loner status correlated with academic aspirations but not hours-of-study. Certain persons, it seems, especially disinclined toward school, regardless of the amount they study, appear to be friendless and non-participants in the youth culture.

Being older in school also suggests loner status. High age-in-school was related to late age-dating-began, low participation in adult-sponsored activities, low school sports, low visibility by few-friends, low father's occupational level, and low academic standing, as indicated by school records. Older boys are apparently less sophisticated and perceptive in their social relations, and since older age in school also correlated with low study-time and low academic aspirations, the findings suggest that higher age relates to loner status both socially and academically.

The friendship, dating, and out-of-school activities fail to differentiate between the college-bound and potential-dropout boys. In the instance of dating, for example, early age-dating-began and high frequency-of-dating were related to participation in non-adult activities, and high dating visibility by peer nominations. Yet, early age-dating-began and high frequency of dating were also related to participation in high adult-sponsored activities and high father-encouragement; also, early age-dating-began related to high academic-aspirations. The findings show, therefore, that dating differentiates poorly between adult and youth-culture aims, for it appears that dating is an accepted function of all peer orientations. Through dating the transition from the play-group to heterosexual roles is accomplished, whatever one's orientation toward adulthood. The variable, nights-out-per-week, illustrates how relationships may emerge when more possibilities for youth-culture functions are included. It correlated with high non-adult-sponsored activities, low hours-of-study, and in contrast to dating, was unrelated to adult-sponsored activities.

The two friendship variables related differently with respect to adult and youth-culture functions. Having many friends seems to poorly differentiate between youth-culture and school variables, but interaction-with-friends correlated with high out-of-school activity, low hours-of-study, and high clique-crowd visibility, all of which are non-school variables. Interaction-with-friends, thus, differentiates between youth-culture and school variables. Individuals disinclined toward school, it seems, are more involved in close friendships, which perhaps support their estrangement.

A high incidence of conflict between father and son seems to engender high youth-culture participation, and conversely, low father-encouragement seems to foster low participation. When disharmonious relations between father and son prevailed, youth-culture activities such as early age-of-dating and high nights-out, as well as mediocre academic level were apparent. On the other hand, low father-encouragement related to *late* age-dating-began, *low* frequency of dating, *low* nights-out-per-week, and *low* clique-crowd and dating visibility. Neither of the father-son variables was related to father-presence, and thus, the relations held whether the father-figure was the actual father or a more remote male.

The data described in Table 7 (*cf*. Results) compared scores on the Social Interests Inventory scales with scores on the criterion variables. In these comparisons, measures tapping motivation to participate in youth-culture functions and to orient oneself toward a father-figure are compared with descriptions of actual behavior. Correlations between the two sets of variables are strong and consistent, and the pattern of relationships corroborate the assumption proposed in this investigation, namely, that low commitment to high-school goals is dynamically bound to high youth-culture interests and low father-orientation.

The relations among school, youth-culture, and father-orientation variables demonstrate the fallacy of asserting that adolescent needs, symbols, and values are mainly autonomous of the adult society (Schwartz and Merten, 1967). The adult and youth cultures appear to oppose and thus sustain each other. Shifts in one inevitably produce shifts in the other. The notion of autonomy between the systems thus seems an untenable abstraction.

The empirical relations among the criterion and the Social Interests Inventory scales support the belief that adolescents perceive parents and peers differentially in terms of their capacity to satisfy social needs, but cast additional doubt on the assumption of psychoanalytic theory that alienation of adolescents from parents is an all-pervasive phenomenon. Father-son agreement, for example, correlated with status-seeking, independence-assertion, solitariness, few-friends, clique-crowd, and dating, all of which are variables of the youth culture. Also,high father's status-seeking and high father-son relations correlated with high number-of-close-friends. Reliance upon psychoanalytic theory, therefore, would seem to oversimplify the interactions among school, family, and youth-culture functions, overlooking the differential appeal of these social systems.

The assumption that the differential appeal of rewards accounted for the interactions among school, family, and youth-culture variables led to the major emphasis of the investigation, i.e., to ask what are the salient dimensions of youth-culture and father-orientation influences on socialization during adolescence. The problem was approached through the Social Interests Inventory. The Inventory scales demonstrated that with multiple-discriminant function analyses persons could be grouped into potential-dropout, general-program, and college-bound classifications at an acceptable level of statistical significance. The empirical issue, then, became a question of which of the Inventory variables contributed relatively more to group separation.

The evaluation was provided by the discriminant function weights listed in Table 9 (cf. Results). The first set of weights is based on the five column variables--status-seeking, independence-assertion, sex-gratification, and father-status-seeking, and father-effectiveness. The salient dimensions of the separation emerge as independence-assertion and status-seeking. In comparison, sex-gratification differentiated the groups less effectively, and it may be that sex-gratification is less distinctive as a youth-culture variable.

The row analyses also suggest that sex-gratification is relatively less distinctive than other concerns. Eight variables pertaining to social roles contributed to the discriminant weights, and here, the two highest weights were few-friends and father-job. The roles involving heterosexual incentives, with their sex-gratification overtones, seem less important than those involving a few buddies, especially in the context of low regard for the father's work role.

The inferences that may be drawn from the cell partitions corroborate those made from the column and row analyses. The highest discriminant function weight is contributed by status-seeking/few-friends, followed by sex-gratification/clique-crowd, status-seeking/father-job, and independence-assertion/few-friends. The cell breakdown permits somewhat better distinctions among the relative weights. Both status-seeking and independence-assertion appear to occur in the context of a few, same-sex friends, while sex-gratification, quite properly, is sought in a heterosexual context. Youth-culture incentives in these contexts seem to be given impetus by low regard for the job held by the father-figure.

The results of the classification probability analyses (*cf.* Table 11, Results) suggest that the Social Interests Inventory is more effective in predicting membership in the college-bound group than in either the general-program or the potential-dropout groups. The results based on cell classifications show that the accuracy of the predictions for the college-bound individuals is nearly high enough for use in predicting the classification of specific individuals; however, the Inventory does not appear to be as efficient in predicting individual potential-dropouts. Indeed, in all of the analyses, more of the potential dropouts are classified in the college-bound category than in the potential-dropout category. This finding implies that low scores on the Social Interests Inventory fairly clearly predict a strong college-bound orientation. The college-bound alternative offers a specific goal toward which to aim, whereas the opposite, the youth-culture incentives, are more obscure; moreover, many persons fairly well adjusted in high school also participate with moderation in the youth culture. Youth-culture incentives are shared by potential dropouts, general-program, and college-bound persons, and hence, high scores on the Social Interests Inventory differentiate poorly among the groups.

Chapter 5

Conclusions and Implications

Analyses of the data in the investigation have been divided into three aspects: (1) Analyses of the interactions of the Activity, Peer-Nomination, School Background, and Family Status variables, (2) Analyses of the correlations among these variables and those of the Social Interests Inventory, and (3) Multivariate analyses of the Social Interests Inventory. The general hypothesis that strong orientation toward the father and disinterest in the youth culture would predict involvement in the college-bound high-school program, as well as the converse, that weak orientation toward the father and high interest in the youth culture would predict potential dropout status was empirically confirmed.

Certain major conclusions follow from the confirmation of the main hypothesis: (1) family, school, and youth-culture activities are in dynamic opposition, (2) for distinguishing among academic interest groups, status-seeking and independence-assertion are relatively more important than sex-gratification in the hierarchy of youth's needs, and (3) the Social Interests Inventory scales predict membership in the college-bound classification more precisely than membership in the potential-dropout classification. Each of these points is discussed below:

(1) Analyses of the criterion variables and the discriminant function analyses of the Social Interests Inventory suggest that the youth-culture, father-orientation, and school variables are dynamically opposed during socialization. The psychoanalytic interpretation of socialization, which regards adolescent independence to be a reaction-formation against childhood dependency, would predict that adolescent boys who are relatively alienated in one respect would likewise be alienated in all other respects. The data, however, do not support such a formulation. For example, low regard for the father's job seems to sustain youth-culture

activities, but father encouragement also is associated with youth-culture activities, especially in respect to heterosexual functions. Further, a certain proportion of the boys who participated in the youth-culture also participated in school-sponsored activities and possessed high academic-aspirations. The data suggest, therefore, that adolescents turn to the father model only for certain resources and incentives. This viewpoint, advanced by the social learning theorists, that persons identify with models whose resources they envy, seems more congruent with the data.

Another dimension of dynamic opposition among the variables pertains to the lack of interrelatedness among father-orientation, school, and youth-culture incentives. It is convenient to characterize the youth-culture as being wholly independent of the adult society, but this seems oversimplified. Adults sponsor school clubs, government, sports and other extracurricular activities to attract adolescents to academic programs, responsible vocational commitments, and adult values. However, should youth reject the overtures, and indeed many do, then values, language systems, and overt symbols, relatively foreign to adults, may rise in the youth culture. The youth-culture attributes are only seemingly independent, for they are sustained by both adult pressures for socialization and the failure of adult-sponsored institutions to reduce tensions.

The above inferences, supporting the belief that socialization influences are dynamically opposed suggest that formulations alternative to the psychoanalytic approach are required for interpretations of adolescent development.

(2) The findings of the investigation based upon the discriminant function weights suggest that status-seeking and independence-assertion, in the context of the few-friends reference groups, are among the most important variables that differentiate between potential-dropouts and college-bound boys. Since the youth-culture is conventionally viewed as an outlet for sexual gratification and hedonistic aims, why, then, did not sex in terms of the clique-crowd and dating heterosexual, reference groups emerge as an equally effective source of differentiation?

The point is that one does not simply choose to involve oneself with peers, since peer-involvement is by "invitation only."

Instead, one starts in childhood with the play-group, and extends during adolescence, to few-friends, clique-crowd, and dating activities. As Dunphy (1963) has observed, an adolescent is precluded from joining a crowd unless he is a member of a clique, and presumably he does not enter a clique lacking a few friends. The few-friends peer-group is probably the only group accessible to him. With a few like-minded friends he both attains support for his estrangement from family and school and finds a source of social status. The few-friends group may be of inconsequential importance in the total scheme, but to the adolescent boy who finds his opportunities to attain respect and status highly limited, this particular reference group may seem exceedingly supportive.

Persistence in high school requires considerable logistic support. Parents must supply not only advice and counsel, but training in the rudiments of social sophistication. In other words, they must provide a home in which friends may congregate, a measure of financial support, and, in general, a base for relating successfully to adult-oriented peers. The findings in this investigation show that success in school is strongly correlated with paternal encouragement, participation in extracurricular activities, and high visibility among peers. Adolescents are frequently reported to leave high school because of low intelligence, lack of interest in learning, personality disorders, low motivation, limited ambition, etc. Each of these reasons, however, is a product of long-term experience, and during adolescence not all individuals enjoy the good fortune of having facilitative parental support. In general, cultural expectations require that the adolescent accompany his peers through four years of high school, but he may lack the background necessary for interpreting the cues in school that lead to success, or the support and encouragement that would permit him to capitalize on opportunities. Despite teacher encouragement for participation in school programs, his lack of parental support and his painful awareness of his unacceptability in the school-oriented peer contingent, plus the consequences of accumulating such experiences, may lead him to withdraw from school, family, and peer activities. At the extreme his withdrawal may be total, and as this study suggests, individuals who are of older age in high school seem particularly susceptible to complete withdrawal. However, most individuals find some outlet for the satisfaction of their status and independence needs, and if family and school are wanting, they are likely to turn to like-minded peers, who perhaps are their only alternative.

If youth-culture involvement and alienation are indeed mediated mainly by few-friends, status-seeking, and independence-assertion, high-school extracurricular activities may be indicted for their inadequacies. School clubs, government, and sports too often seem to be peer activities only for youth already commited to adult aims. Yet the potential-dropout finds extracurricular activities as foreboding as the classroom. Apparently, successful high-school students often express themselves in extracurricular activities whereas unsuccessful high-school students more often obtain solace primarily from a few buddies. It would seem, therefore, that extracurricular activities ought to be reorganized to include the many, small groupings of boys that populate every high school.

This effort, unlike those of the stay-in-school or go-back-to-school-in-the-fall campaigns, is one of infiltration. The small few-friends groups must be diluted by more committed youth. One approach might be to train school-oriented youth to disperse their cliques and crowds and to associate with those whose only peer-status stems from the youth culture. School-oriented youth often are restrictive in their social relations in order to protect the status they have already earned, however, should they be shown by adults that status rewards might be forthcoming for including persons in their groups with less advantages than they, the holding power of schools might improve markedly.

The findings of the investigation suggest that another useful strategy would be to provide more effective work-role models for potential dropouts. Work-study programs are useful for training in the technical aspects of a job, but most such programs are unable to impart a desire to achieve and to succeed. These attributes are products of father-orientation, and in the absence of a satisfactory model, surrogate fathers should be provided. To produce satisfactory models for boys who already hold their fathers in low regard is an exceedingly difficult task; nonetheless, educational services for potential dropouts are not likely to have lasting impact unless boys seek to emulate a model and become willing to work toward his achievements.

(3) The results of the classification probability analyses, showing that membership in the college-bound group is more readily predicted than that of the potential dropouts suggest that researchers should be cautious when trying to develop scales for predicting high-school dropout status. The Social Interests Inventory was designed mainly to provide a means for evaluating the extent to which various incentives and social roles of youth-culture and father-orientation functions distinguish persons in terms of college-bound, general, and potential-dropout groupings. It was hoped, however, that the scales, apparently useful for group analyses, would also prove useful for predicting the classification of individual persons. Some college-bound persons, indeed the majority, apparently are disinterested in the youth culture; however, other college-bound persons appear as interested in it as the potential-dropouts. Hence, high participation in the youth culture does not necessarily indicate alienation from adult aims. The youth-culture resources and social roles appeal in some degree to persons of every academic orientation.

Chapter 6

Summary

Few children and adolescents, on the basis of family or kinship status alone, acquire the competitive prowess, poise, and self-assurance that are necessary for gaining full adult privileges. Upon entering school the child falls under the aegis of a reward system largely compatible with that of the family. In adolescence, with the advent of peer-reference groups, as conventional family-school relations encounter new stresses, new opportunities for personal autonomy and responsibility are created. Adolescents often find frustration in work opportunities and ambiguity in school academic and extracurricular programs; and in the face of such pressures, relatively independent value systems may be created that are seemingly alien to adult aims. The family, peers, and school compete with one another in helping the adolescent become a productive member of society; which dominates depends upon the saliency of the particular reward system each controls. In the light of these considerations, the investigation was based upon the general hypothesis that strong orientation toward the father and disinterest in the youth culture would predict involvement in the college-bound high-school program, and conversely, weak orientation toward the father and high involvement in the youth culture would predict potential-dropout status in high school.

The subjects were 2,220 eleventh and twelfth grade boys in seven high schools throughout the state of Wisconsin. A Social Interests Inventory comprised of 100 Likert-type items was used to tap youth culture interests and father-orientation. The Inventory was designed so that (a) the sixty youth-culture items could be partitioned to measure the youth-culture resources of status-seeking, independence-assertion, and sex-gratification across the social situations of solitariness, few-friends, clique-crowd, and dating, and likewise, the situations across the resources; (b) the forty father-orientation items could be partitioned to measure the resources of father-status-seeking and father-effectiveness across the situations of father-job, father-people-community, father-family, and father-son, and again, the situations across the resources; and (c) each cross-partition of a resource and situation could constitute a separate scale. In brief, the 100 items were employed in three different fashions, one, to assess motivation with the three youth-culture and the two father-orientation resource scales; two, to evaluate social situations with the four youth-culture and the four father-orientation scales; and three, to consider each resource and social situation as twenty separate scales.

A random selection of 676 persons who participated in the Social Interests Inventory sampling were also administered an "Activity Inventory" in which subjects, by circling an appropriate category, indicated the age they began dating, the frequency with which they dated, the number of nights they were allowed out per week, the number of close friends they had, the amount they interacted with close friends, how often they participated in out-of-school non-adult activities, school clubs and government, school sports, adult-sponsored activities, etc. The self-report, activity data were expected to correlate significantly with youth-culture interests as reflected by the Social Interests Inventory.

The same 676 subjects were administered a "Peer-Nomination Inventory" consisting of four items pertaining to peer-orientation, few-friends, clique-crowd, and dating reference groups. Subjects seen by their peers as having high visibility were expected to obtain high scores on the Social Interests Inventory.

Finally, data were drawn from school records pertaining to age in school, absences, credits, curricula, aptitude test scores, father-presence, and father-occupation. These background and family data were obtained mainly to provide bases, independent of the Social Interests Inventory, for classifying subjects into potential dropout, general program, and college-bound groupings. Twelve-hundred of the subjects were thus grouped, and 600 were used to determine whether the Social Interests Inventory scales would significantly classify subjects. The remaining 600 were used for purposes of cross-validation, i.e. predicting hidden group membership with the Social Interests Inventory.

The data were analyzed by utilizing two research strategies: (1) The Activity, Peer-Nomination, and School-Background variables were employed as criterion-related measures and scores on these were both intercorrelated and compared with scores on the Social Interests Inventory. (2) Multivariate procedures were used (a) for assessing the predictive power of the Social Interests Inventory with respect to differentiating the three groups, (b) for evaluating which scales contributed relatively more to the group separation, and (c) for computing a classification probability analysis.

The major findings of the study confirm the general hypothesis that subjects can be grouped into potential-dropout, general-program, and college-bound classifications at an acceptable level of statistical significance. Employing the Social Interests Inventory, by youth-culture and father-orientation resources (5 scales), by youth-culture and father-orientation situations (8 scales), and by the partitions of the resources and situations (20 scales), respectively, the findings revealed that strong youth-culture interests, and, to a lesser extent, low father-orientation were related to low school commitment.

The intercorrelations among the criterion variables showed that school-oriented youth, in particular, viewed extracurricular activities, such as clubs, government, and sports, as adult-sponsored, were highly visible among their peers, and possessed harmonious father-son relations.

The interactions also indicated that boys relatively low in peer nominations, low in extracurricular activities, and older in age tended to be loners, that is, they were neither oriented toward school nor the youth culture.

Certain variables, *e.g.*, having-many-friends, dating, and out-of-school activities, failed to differentiate clearly between the college-bound and potential-dropout boys. Apparently, characteristics of adolescent behavior represented by such variables facilitate the transition from the play-group to heterosexual roles whatever one's orientation toward school.

Comparisons of the criterion variables with the Social Interests Inventory scales strongly corroborated the assumption that strong commitment to high-school goals is dynamically bound to low youth-culture interest and high father orientation. The data also strongly supported the belief that adolescents perceive parents and peers differentially in terms of their capacity to satisfy social needs.

The multivariate analyses of the Social Interests Inventory revealed that status-seeking and independence-assertion, in the context of a few-friends, are among the more important variables that distinguish the potential-dropout, general, and college-bound groupings. The point is stressed that persistence in high school requires considerable parental, school, and peer support. Youth lacking these resources may find, in contrast, support and encouragement from a few friends for leaving school. Special attention, it would seem, should be directed at diluting the impact of a small, few-friend groupings by integrating them into on-going, school-sponsored activities.

The multivariate analyses also suggested that low-regard for the father's job also differentiates the three school-oriented groups, and it would seem that, however complex the task may be, an important aspect of rehabilitating potential-dropouts would be that of providing appropriate father surrogates.

Finally, the discriminate-function weights derived from scores on the Social Interests Inventory scales were used in a classification probability analysis. The Social Interests Inventory scores for 600 subjects, previously set aside for cross-validation purposes, were compared with their known potential-dropout, general, and college-bound memberships to evaluate the predictive efficiency of the Inventory. The results showed that the Inventory overall is about 40% efficient, and that the probability of predicting college-bound membership is nearly high enough for use in predicting the classification of specific individuals. The probabilities of predicting membership in the general- and potential-dropout groups, however, were found to be too low for predicting individual classification.

References

Anduri, C. E. Identifying potential dropouts. California Education, 1965, 3, 31.

Baker, F. B. Test analysis package. Madison: University of Wisconsin Computer Center, 1966.

Baxter, J. C., Horton, D. L., & Wiley, R. E. Father identification as a function of mother-father relationship. Journal of Individual Psychology, 1964, 20, 167-171.

Bell, D. The end of ideology. New York: Free Press of Glencoe, 1960.

Berger, B. M. On the youthfulness of youth cultures. Social Research, 1963, 30, 319-342.

Blos, P. On adolescence. New York: Free Press of Glencoe, 1962.

Bowerman, C. E., & Elder, G. H., Jr. Variations in adolescent perception of family power structure. American Sociological Review, 1964, 29, 551-567.

Brim, O. G., & Wheeler, S. Socialization after childhood: two essays. New York: John Wiley and Sons, 1966.

Brittain, C. V. Adolescent choices and parent-peer cross-pressures. American Sociological Review, 1963, 28, 385-391.

Bronfenbrenner, U. The changing American child. Values and Ideals of American Youth, 1961, 71-84.

Burton, R. V., & Whiting, J. W. M. The absent father and cross-sex identity. Merrill-Palmer Quarterly, 1961, 7, 85-95.

Coleman, J. S. The adolescent society. New York: Free Press of Glencoe, 1961.

Cooley, W. W., & Lohnes, P. R. Multivariate procedures for the behavioral sciences. New York: Wiley and Sons, 1962.

Cooper, J. B., & Lewis, J. H. Parent evaluation as related to social ideology and academic achievement. Journal of Genetic Psychology, 1962, 101, 135-143.

Dunphy, D. The social structure of urban adolescent peer groups. Sociometry, 1963, 26, 230-246.

Dyer, W. G. The interlocking of work and family social systems among lower occupational families. Social Forces, 1956, 34, 230-233.

Elkin, F., & Westley, W. A. The myth of adolescent culture. American Sociological Review, 1955, 20, 680-684.

Elkins, Deborah. Some factors related to the choice-status of ninety eighth-grade children in a school society. Genetic Psychology Monograph, 1958, 58, 207-272.

French, J. L., & Cardon, B. W. Employment status and characteristics of high school dropouts of high ability. Technical Report to the U. S. Office of Education. University Park: Pennsylvania State University, 1966.

Gottlieb, D., & Ramsey, C. E. The American adolescent. Homewood, Illinois: The Dorsey Press, Inc., 1964.

Grinder, R. E. Relations of social dating attractions to academic orientation and peer relations. Journal of Educational Psychology, 1966, 57, 27-34.

Grinder, R. E., & Spector, Judith C. Sex differences in adolescents' perceptions of parental resource control. Journal of Genetic Psychology, 1965, 106, 337-344.

Heilbrun, A. B., Jr., & Fromme, D. K. Parental identification of late adolescents and level of adjustment: the importance of parent-model attributes, ordinal position, and sex of the child. Journal of Genetic Psychology, 1965, 107, 49-59.

Hoffman, Lois W. The father's role in the family and the child's peer group adjustment. Merrill-Palmer Quarterly, 1961, 7, 97-105.

Hollingshead, A. B. Elmtown's youth. New York: Wiley and Sons, 1949.

Hsu, F. L. K., Watrous, B. G., & Lord, Edith M. Culture pattern and adolescent behavior. The International Journal of Social Psychiatry, 1961, 7, 33-53.

Jackson, P. The successful student. Teachers College Record, 1965, 66, 635-644.

Keniston, K. The uncommitted: alienated youth in American society. New York: Harcourt, Brace & World, 1960.

Matthews, C. V. The serious problem of the school dropout. Illinois Education Association Discussion Topic, Vol. 24, No. 5, 1962.

Miller, N. E. Experimental studies of conflict. In J. McV. Hunt (Ed.), Personality and the behavioral disorders. Vol. 1. New York: Ronald, 1944. Pp. 431-465.

Mueller, W. J. Need structure and the projection of traits onto parents. Journal of Personality and Social Psychology, 1966, 3, 63-72.

Musgrove, F. Inter-generation attitudes. British Journal of Social and Clinical Psychology, 1963, 2, 209-223.

Mussen, P. H., Bouterline-Young, H. B., Gaddini, R., & Morante, L. The influence of father-son relationships on adolescent personality and attitudes. Journal of Child Psychology and Psychiatry, 1963, 4, 3-16.

NEA, Graduates vs. dropouts. NEA Research Bulletin, 1963, 41, 99-126.

Parsons, T. Psychoanalysis and the social structure. Psychoanalytic Quarterly, 1950, 19, 371-384.

Parsons, T. Youth in the context of American society. Daedalus, 1962, 91, 97-123.

Rosen, B. C. Conflicting group membership: a study of parent-peer group cross pressures. American Sociological Review, 1955, 20, 155-161.

Schwartz, G., & Merten, D. The language of adolescence: an anthropological approach to the youth culture. American Journal of Sociology, 1967, 72, 453-468.

Selltiz, Claire, Jahoda, Marie, Deutsch, M., & Cook, S. W. Research methods in social relations. New York: Holt, 1962.

Smith, E. A. American youth culture: group life in teenage society. New York: Free Press of Glencoe, 1962.

Tryon, Caroline McC. Evaluations of adolescent personality by adolescents. Monographs of the Society for Research in Child Development, 1939, 4, Serial #23, 1-83.

Wetterstrand, W. H. Correlation analysis--DSTAT1. Madison: University of Wisconsin Computer Center, 1966.

Winthrop, H. Alienation and existentialism in relation to literature and youth. Journal of General Education, 1967, 18, 289-298.

Appendix A

The Social Interests Inventory: The forms of the youth-culture and father-orientation scales

Social Interests Scale

Please turn the Questionnaire upside down on
your desk until you are told to begin.

Y-C Scale

This questionnaire deals with the social interests of high-school students. There is no relationship between the statements and your grades at school.

Remove the Answer Sheet from the questionnaire and put your name in the space provided.

We have asked you to put your name on the Answer Sheet in order that we may know who has received the questionnaire. We want to assure you that your papers will be taken back to the University by the researchers and that your answers will be kept strictly confidential. No one, here at school or at the University, will match your name with your specific answers.

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree
A	B	C	D	E

There are a number of statements on the following pages. In front of each one, there is a row of letters. (See example on the left.) Read each statement carefully and mark the box on the Answer Sheet that corresponds with how you feel about that statement. If you agree, put your mark in one of the left-hand boxes (A or B) depending on how strongly you agree. If you disagree, put your mark in one of the right-hand boxes (D or E), depending on how strongly you disagree. (The words at the top of the columns in the questionnaire show what each box means.) There are no right or wrong answers.

Please don't mark "in between" (C) unless you can't make even a slight decision.

Consider the following example:

A B C D E

A boy has been invited by his favorite teacher to see a special movie on sports stars. He is eager to see the film but he has been planning to get a date for the same night to go to his annual club dance. He decides to go to the movie instead.

If you think the boy would choose the movie, mark either Box A or B on your Answer Sheet; if you think the boy would choose the dance, mark D or E on your Answer Sheet.

Now look at the Answer Sheet closely. Be sure to use a pencil and to have only one mark in each set of boxes. Notice that the numbers corresponding to the statements in the Questionnaire read across the Answer Sheet.

It is important that you mark how you feel you would act in each situation even though you may never have been in the situation. Please be careful not to skip any statements.

Caution: Your friends will be taking this questionnaire throughout the day, and we would appreciate your not discussing the material with anyone until tomorrow.

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	1. If I dated a girl who liked my doing things that make me seem important in her eyes, I would do those things even though I might have to act like someone else. DTWSS31
A	B	C	D	E	2. If I were alone and had been told to work at some complicated job exactly as people had instructed me, I would take short cuts anyway because it would give me a sense of freedom from pressures. SAJIA85
A	B	C	D	E	3. In a doctor's waiting room, where there are lots of medical journals, and I have a chance to be all alone, I always choose to read articles on sex behavior rather than articles on my favorite "sports" hero. SREMS31
A	B	C	D	E	4. If I were taking my girl friend to a special stage-show featuring our favorite performer, we would drive slightly faster than we should rather than miss his opening performance completely. DNYIA42
A	B	C	D	E	5. Given the chance, I probably would not spend hours by myself learning the latest hit songs because I don't think it's important for a guy to be "up" on them. SXYSS24
A	B	C	D	E	6. At an unchaperoned party of boys and girls, if someone dims the lights, and everyone pairs off for the evening, I would feel uncomfortable should I be paired off with a girl who is unfamiliar to me. CCPJS14
A	B	C	D	E	7. If a real "sharp" girl asks me over to her house Saturday afternoon and we are thinking about going out for dinner, I would suggest a "ritzy" place to impress her even though I might have to dip into my savings. DIWSS70
A	B	C	D	E	8. If my close buddy and I had started talking about how to get through to a girl, we would probably stay and talk even though we might lose a lot of time we could have spent in intramural sports or YMCA activities. FFOXS83

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	9. If a bunch of boys and girls I run around with were planning a surprise party for one of the group, and we were asked to help on a school project instead, we might cancel the party, though it might mean giving up some of our freedom to do what we want to do. CCOIA14
A	B	C	D	E	10. If going on a private date, I would date a girl who wasn't sparkling, but had a good reputation rather than one who was known to be eager to neck. DCTRS13
A	B	C	D	E	11. If my buddy and I are looking at and discussing a set of calendar-girl pictures when a girl walks up, rather than change the subject, we would tell her that we were in a private conversation even if it meant we had to be rude. FFPZS73
A	B	C	D	E	12. When I am alone and nothing is pressing, I try to keep busy by doing extra things that still may be done, instead of sitting back and thinking about how well I've done everything, since I have worked hard and am entitled to a rest. SKTSS14
A	B	C	D	E	13. A close buddy and I would probably go over to a friend's house to work on a boat, although neither of our parents approved of the friend, to show ourselves that we can do whatever we want. FFNIA54
A	B	C	D	E	14. Even though the crowd of boys and girls that I run around with looks up to and praises the best dressed kids, I still would not spend a lot on clothes if it meant I would have to work extra hours and give up other responsibilities. CCWSS24
A	B	C	D	E	15. If when I am alone a policeman lectures me on jay-walking, I might show him up by cutting the corner at the first intersection I came to after he was out of sight. SBTIA52

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	16. If my date and I had planned to neck after we went out, and she had to break the date, I would try to date a girl I have dated often rather than just any girl because then we would be more likely to neck. DZRBS52
A	B	C	D	E	17. If a guy I like, but my buddy thinks is a bit boring, stops by just as we are about to do something--like go fishing for awhile--I would ask the guy to join us even though it may lower my buddy's opinion of me slightly. FFOSS12
A	B	C	D	E	18. If the crowd of boys and girls I run around with frequently has unchaperoned parties which might hurt our reputations, I would probably join another crowd which I am positive is mature-acting but still has fun. CCXAS34
A	B	C	D	E	19. If I am out with my date whose parents haven't said anything in the past when we have stayed out beyond her curfew, and we happen to come across a fire or something unusual, we would probably stay out again even if it was very late. DRBIA51
A	B	C	D	E	20. If I knew people disapproved of a local spot--like a pool hall or restaurant--I would go there anyway because I figure when I'm by myself I can do what I want. SLAIA42
A	B	C	D	E	21. I prefer to learn about the opposite sex from talks with the crowd of boys and girls I run around with, rather than from my classes, my parents, or medical books. CCQRS75
A	B	C	D	E	22. If a girl's parents are upset about how many times we go out, even though we are always around adults, we would date just as often because we should be the ones to decide how much we date. DPUIA51

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree		
A	B	C	D	E	23. If I were walking home from work through the park and no one was around, I would think about things like my job rather than about having as much manliness as some of the guys I have seen with girls on the park benches.	SCTMS56
A	B	C	D	E	24. If I had an old car, and I were going to a party, I would polish and clean it up--missing out on other important things--because impressing the kids in my crowd who would be at the party means a lot.	CCOSS61
A	B	C	D	E	25. If my buddy and I were noisy with our car near a restaurant, and a man who couldn't see us yelled out a window for us to be quiet, we would be a bit louder before we left.	FFLIA31
A	B	C	D	E	26. If a girl and I really like each other, no matter how we feel, we would keep the necking casual and light so as not to hurt our reputations.	DMLKS12
A	B	C	D	E	27. If it is suggested to the bunch of girls and guys I run around with that we not sit in a front booth at a local pizza shop, all of us might just act like we are going to sit in it anyway.	CCBIA98
A	B	C	D	E	28. When I am alone and want to feel proud, I might turn to magazines for ideas on being a "big shot" rather than to responsible things that are fairly difficult.	SACSS62
A	B	C	D	E	29. If the crowd of boys and girls I run around with decides to go swimming, all of the guys in the crowd would be likely to encourage the girls to wear bikinis even though they might be embarrassed.	CCRAS62
A	B	C	D	E	30. If I have been happily dating a girl who makes important adults look up to me and neither of us has any intention of going steady, if I had the chance, I would start dating a girl who would make me feel more "in" with what kids are doing.	DIQSS85

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	31. If school authorities asked everyone to dress in suits for a group picture they planned to take, a few of my close buddies and I might decide to wear suits but loud shirts to show we can wear what we want. FFTIA41
A	B	C	D	E	32. When my girl and I are alone together necking, I encourage her to allow me to continue since there is no danger of our going too far. DQTRS20
A	B	C	D	E	33. If I am alone and relaxed, rather than getting some work done, I would prefer to just sit and imagine myself as being the kind of person who is important to others. SGFSS97
A	B	C	D	E	34. If two or three of my buddies and I were watching girls passing by, and we started talking crudely among ourselves about the girls' figures, we would move the discussion onto a topic less crude and out of hand. FFOPS13
A	B	C	D	E	35. If the crowd of boys and girls that I had started to run around with decided to get up a skating party, I would go even if I disliked skating because I would want the whole crowd to think I'm a swell guy. CCKSS21
A	B	C	D	E	36. If my date and I went to a city dance, and it was announced that no one should do a certain type of dance that we especially liked, we might dance the way we wanted anyway. DPLIA98
A	B	C	D	E	37. If I were losing favor with the two close buddies I have, I would take advantage of a sure chance to become important in their eyes; even though I had promised my family I would help them out. FFTSS72
A	B	C	D	E	38. If I found a copy of Playboy while by myself before school, I would skip reviewing my notes for a quiz and spend the few minutes I had looking at the pictures. SZKBS76

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	39. In planning a get-together for a big crowd of boys and girls, I would skip some of my responsibilities to others and instead spend all my time "organizing" so the event would be a success because that would impress the kids. CCLSS87
A	B	C	D	E	40. If a teacher bothered my buddy and me about having our shirts out, we would "pretend" to forget about it. FFHIA32
A	B	C	D	E	41. If I date a girl who has a very fine reputation, but who seems to enjoy kissing when we are alone, I will strongly encourage her to begin making advances. DBLFS41
A	B	C	D	E	42. If a few of my buddies were teasing a younger kid in fun, I would try to talk them out of it even though for a time I might lose a little of their respect. FFJSS67
A	B	C	D	E	43. If I had a bad day in which everyone had ordered me around, I would probably spend time trying to figure out why things were rough rather than going off and playing pool or something to show people I don't have to take every little order. SMBIA25
A	B	C	D	E	44. If the girls from the big crowd I run around with had a pajama party and asked the boys over, though I am not particularly interested in dating any of the girls, I would be the first one there and the last one to leave. CCMZS54
A	B	C	D	E	45. I would date a girl who would build my confidence by praising my dancing or my other talents rather than a girl who doesn't praise me much but whose interests are similar to mine. DNCSS54
A	B	C	D	E	46. If I wanted to date a girl regularly who had a swell personality but was older than myself, I would date her even over my parent's strenuous objections and anger. DLTIA72

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	47. Rather than spend our money on things that would benefit us in school, my buddy and I might pool our cash to buy something like a weight-lifting set for improving "sex-appeal." FFMCS97
A	B	C	D	E	48. If the gang of girls and boys I run around with were asked to stop talking and standing in front of an eating stand just as we were considering going someplace else, we would stay to show that we don't like to be pushed around. CCBIA31
A	B	C	D	E	49. If one of my close buddies asked me to help him install a new tachometer, I would refuse if some people were counting on my getting another job done. FFBSS34
A	B	C	D	E	50. When standing at a drugstore magazine rack, with no one around to notice what I am looking at, I occasionally look at "news" magazines rather than "girlie" magazine fold-outs. SBMJS13
A	B	C	D	E	51. A well-liked girl has said she will go out with me --even though I don't think she's the greatest--I'll take her out because knowing she thinks a lot of me will boost my self-esteem. DXCSS62
A	B	C	D	E	52. If one of my close buddies who was out of school came back for a quick visit, the two of us would go off the school grounds to talk even though I know leaving even temporarily is not permitted. FFLIA10
A	B	C	D	E	53. If I were with my crowd of boys and girls at a program on "How to Succeed in Life" and I could make the kids laugh with a witty remark, I would do it so the crowd would look up to me. CCPSS53
A	B	C	D	E	54. When I am alone, rather than work on projects as adults might, I imagine myself doing things that would make me think I have more sex-appeal. SAXGS92

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	55. When I am all alone, and not a single person is around, I sometimes break minor school rules to show myself I am a free man. SJTIA53
A	B	C	D	E	56. If two or three close buddies and I were sitting around talking prior to leaving for a real good movie and someone started talking about personal things he knows about girls, we would encourage him to go into "details" even if it meant missing a good show. FFMJS43
A	B	C	D	E	57. If my uncle lent me his new convertible to run an errand for him, I probably would drive over to see a buddy to show him what a good driver I am. FFHSS84
A	B	C	D	E	58. If the crowd of boys and girls that I run around with started a new fad, we wouldn't fight school authorities if they disapproved. CCSIA14
A	B	C	D	E	59. If I earned some money over a period of time and wanted to feel important by buying something like a stereo set, I would try to save some extra money for emergencies rather than buy the set as soon as I had enough money. SDPSS13
A	B	C	D	E	60. If the crowd of girls and guys I run around with made a lot of noise at the park, we would ignore some people who threatened to complain to park authorities if those people had been slightly noisy themselves. CCXIA21

F-I Scale

The following statements concern your father rather than your friends.

If your father has died, or no longer lives with you, answer the statements as you feel the man that you know best would act. Where it says Instructor on your Answer Sheet, describe briefly your relation with the man, if other than your father.

Indicate how you feel your father would act, even though he may never have been in the situation.

Please be sure that you answer every statement.

Please continue.

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	61. If my father liked to fish and caught a big one, rather than being satisfied simply by the fact of having caught it, he would like the idea of someone's sending his picture to the newspaper so everyone he knows would see it. PCPSS91
A	B	C	D	E	62. If my father and I were doing something alone together and he couldn't find something he needed, if he knew it would not affect what I think of him, he might get upset with me so he could blow off steam. FSPME52
A	B	C	D	E	63. My father might rush through a household chore that had to be done--so he could watch a TV Sports Special he personally would hate to miss. FRTBE62
A	B	C	D	E	64. If my father earned awards at work, he probably would choose those awards which would impress his fellow workers with his accomplishments, rather than awards he might think are worth a little more. FJESS41
A	B	C	D	E	65. If everybody in my family but my father disliked a lot of the records I bought, my father might let me play them if just he and I were around, because I would then think of him as a swell guy and respect him for it. FSLPS24
A	B	C	D	E	66. If my father had done more than his share of work on an insignificant community charity project, and was called for extra work, he might be slightly abrupt rather than discuss the matter so the caller would understand. PCMOE54
A	B	C	D	E	67. If our family is in a hurry, my father will do everything he can to keep delays out of our way, because he likes the family to think the best of him. FLCBS29
A	B	C	D	E	68. If my father's boss made a decision that would cost the firm some money, had he never helped my father out in a similar situation, my father would wait until asked to help rather than volunteer. FJFNE81

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	69. If my father accidently scratched the fender of a cab slightly while parking and knew the cab company could easily afford to repair it--to keep from being fined and losing his driver's license--my father might drive off and park somewhere else if no one saw it happen. PCFUE43
A	B	C	D	E	70. If I lost an after-school job, my father, in order to look "big" in my eyes, would spend time looking into ways to help me get another job. FSLMS25
A	B	C	D	E	71. If my father had a difference of opinion with his boss over something at work, he probably would harp a bit to his fellow workers who would side with him and make him feel better rather than talk with his superiors. FJKME96
A	B	C	D	E	72. When my father and I are doing a project alone together and he gets involved, sometimes he doesn't want me to disturb him, even if I need his advice to continue with my share of the project. FSBCE84
A	B	C	D	E	73. If my father belonged to an organization like VFW, Lions, or Shriners, and they asked him to work on a benefit, he probably would choose a night that was convenient rather than a night when workers would be on TV as part of local coverage of the event. PCDSS29
A	B	C	D	E	74. If little household jobs needed to be done, although anyone could do the work, my father would ask the family to wait so that he could help rather than enjoy his freedom and let the work go. FMKLE28
A	B	C	D	E	75. My father would prefer the kind of job where other workers would look up to him as important and necessary even if it meant he would have to work odd hours like the nightshift. FJJSS72
A	B	C	D	E	76. Even though my father dislikes eating some foods my mother and the rest of us like, he eats them in order to please us and gain our respect. FYDDS56

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	77. If a fellow worker should borrow and be slow to return my father's special equipment, my father would try to get as much done as possible without the equipment --rather than leave his own work and try to get the equipment returned promptly. FJXWE79
A	B	C	D	E	78. When the rest of the family is out, to show that he is a great guy, my father would give up the living area, and even the whole house, if I wanted to invite some friends over. FSMSS24
A	B	C	D	E	79. In buying a TV, my father would prefer an impressive-looking set that neighbors who drop in would admire, because he would like the neighbors to praise him among themselves for his sharp taste. PCLDS62
A	B	C	D	E	80. To keep the family finances in good shape, my father would pay every bill as soon as it arrives, thus spending hours keeping records to benefit the family, rather than doing a lot of things he really likes to do. FMDAE24
A	B	C	D	E	81. When I discuss something with my father that I want to do, knowing that it won't greatly affect what I think of him, he often gives me a flat "no" instead of his reasons. FSBQE92
A	B	C	D	E	82. At work my father would feel more important for having performed his job well than for having his fellow workers think he's a great guy for doing things like offering them rides. FJLMS34
A	B	C	D	E	83. On a "lonely road," where there is no place for police to set a speed trap or patrol, my father is likely to speed fairly fast when he is in a hurry. PCJLE21
A	B	C	D	E	84. If my father ever won money in drawings, rather than spend it on himself, he would give it all to the family, though they might not need it, because it would make him feel important knowing that the whole family would respect him for his generosity. FFRSS58

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	85. If my father worked overtime helping the guys he works with on some job in order to look "important" to them, he might be pleased to have other workers find out about it. FJGPS82
A	B	C	D	E	86. When my father and I are alone together and disagree sharply, rather than talk about it, he sometimes wants me to leave the house and stay out of his way. FSJKE83
A	B	C	D	E	87. If my father disliked a messy house, though he might not be as good at cleaning as the rest of the family, he would try to pick up after himself instead of nagging the family so that we would be proud of him as a man of conviction. FLGOS27
A	B	C	D	E	88. My father would ignore an old "No Dumping" sign at a place where people had dumped for twenty years if he needed to dump some trash immediately and knew no one would see him. PCGHE41
A	B	C	D	E	89. My father, mainly because I would respect him for it, would take a great deal of time out from his own activities to show me ways--sometimes better and sometimes not--in which he thought I could do certain things. FSTSS78
A	B	C	D	E	90. If my father were phoned in the middle of the night by his boss and told to report to his job immediately for a task he knew didn't have to be done, he might take his time getting in. FJLME74
A	B	C	D	E	91. If my father performed a favor to the community, a favor which anybody else could have done, rather than thinking of it as just his responsibility he would like people to be proud of him and to recognize him. PCBSS31

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	92. If my family were arguing over who could use the second car, my father would reason with us, instead of sitting back and doing nothing. FTRAE26
A	B	C	D	E	93. No matter how involved my father is in his own affairs, he takes time out to help me with a school problem because he likes me to be proud of him for what he knows. FSLSS38
A	B	C	D	E	94. If my father exchanged vacation times with someone at work, to impress others with his good-heartedness, he would enjoy having all the other workers think what a great guy he is. FJMBS73
A	B	C	D	E	95. My father would keep, rather than return, a dollar too much change if he got it from a store whose prices he thought were too high. PCTVE53
A	B	C	D	E	96. If something breaks down at home, like a faucet, though it takes time, my father will fix it himself--not necessarily to show us he can fix it--but because he likes the family to be proud of him for his thoughtfulness and to praise him. FTUBS46
A	B	C	D	E	97. If my father had job-security, and felt his boss was pushing him for no good reason, rather than take it and strive for better working relations, he would be likely to get stubborn. FJKRE54
A	B	C	D	E	98. If my father won a little prize in a local store, which anybody could have won, and they asked him to put his picture in the paper, he would be pleased and would hope everybody he knows would see it and congratulate him. PCMBS42

Agree	Slightly Agree	In Between	Slightly Disagree	Disagree	
A	B	C	D	E	99. When housework has to be done, which anybody can do, like mopping the floor, my father avoids helping the family out whenever he has something he would rather do. FDBRE53
A	B	C	D	E	100. When I have a decision to make about a job I want, my father is more likely to tell me what to do than to take time to give me advice and direction. FSWDE95

Appendix B

The activity and peer-nominations inventory

ACTIVITY INVENTORY *

This information will be kept strictly confidential. No one here at school will see your answers. Please answer as accurately as possible. Thank you.

Last name First Middle Initial

Instructions. Circle the number that comes closest to describing you. Answer each question only once.

---

1. About how many hours per week do you study at home?
   1. 2 or less
   2. 3-5
   3. 6 or more

2. At what age did you begin dating?
   1. 14 or younger
   2. 15
   3. 16
   4. 17
   5. no dates yet

3. How many nights per week do you go out for fun purposes?
   1. 1
   2. 2-3
   3. 4 or more

4. How frequently do you have a date, that is, how often do you and a member of the opposite sex do something together, go to a movie, dance, party, etc.
   1. no dates yet
   2. about one per month
   3. about one per week
   4. two or more per week

5. How many buddies do you have with whom you share secrets, attend social events, and see regularly every day?
   1. none
   2. one
   3. two
   4. three
   5. four
   6. five or more

6. Do some of your buddies and you get together to share secrets, to attend social events, and to see each other regularly every day?
   1. yes
   2. no

7. How frequently do you participate in your school's clubs, organizations, student government, etc.?
   1. not at all
   2. once or twice a month
   3. once a week
   4. twice a week
   5. three or more times a week

8. How frequently do you participate in your schools athletic teams, intramural sports, etc.?
   1. not at all
   2. once or twice a month
   3. once a week
   4. twice a week
   5. three or more times a week

9. How many times within the past year has your father or the person who comes closest to being a father to you, said in so many words, "a good education will help you in the future."
   1. not at all
   2. rarely
   3. occasionally
   4. very frequently

10. How many times within the past year have you and your father, or the person who comes closest to being a father to you, seen eye to eye on big problems that have come up?
    1. not at all
    2. rarely
    3. occasionally
    4. very frequently

11. How frequently do you get together with a group of both boys and girls for activities which are not sponsored by your school, church, YMCA, or any other adult organization--in other words, activities which are determined completely by you and the group?
    1. not at all
    2. once or twice a month
    3. once a week
    4. twice a week
    5. three or more times a week

12. Regarding your plans for further education,
    1. Do you definitely expect to enter college?
    2. Are you uncertain about entering college?
    3. Do you definitely expect to enter vocational school or business college?
    4. Are you uncertain about entering vocational school or business college?
    5. Do you definitely expect to take a job or enter the armed services after high school graduation?
    6. Are you uncertain about taking a job or entering the armed services after high school graduation?
    7. Are you uncertain about whether or not you will ever graduate from high school?

13. How frequently do you participate in nonschool activities such as those sponsored by the church, YMCA, and other adult organizations?
    1. not at all
    2. once or twice a month
    3. once a week
    4. two or more times a week

14. Which of the following job descriptions best fits your father, or the person who comes closest to being a father to you:
    1. service: parking lot attendant, janitor, laborer, cook, deliveryman, clerk, factory worker-non technical, maintenance man, military enlisted.
    2. technical: technician/tradesman, e.g., carpenter, machinist, appliance serviceman, draftsman, farmer, salesman, military officer.
    3. managerial: proprietor, manager, contractor, foreman.
    4. professional: attorney, executive, clergyman, dentist, M.D., engineer, teacher.

Please print the following: last name, first name. Do not use any boy's name more than once. Do not worry--your answers will be kept confidential.

15. Name one boy in your grade who most prefers to spend a lot of time outside of school with a bunch of kids made up of both boys and girls. Name one boy who is least likely to do this.

Most	Least
______________________________	______________________________

16. Name one boy in your grade who is a loner, that is, who prefers to be by himself, to get things done alone, Name one who doesn't like to do things alone.

Most	Least
______________________	______________________

17. Name one boy in your grade who most prefers to spend time and do things with a few boys or buddies, that is, three or four close friends. Name one who is least likely to do this.

Most	Least
______________________	______________________

18. Name one boy in your grade who would rather be on a date than with other friends. Name one who is least likely to do this.

Most	Least
______________________	______________________

Appendix C

Form used for assessing school background and family status

Code Number	Last name, 1st name, M. I.	Yrs.	Mos.

Sol____FF____CC____D____SS____IA____Sx____FJ____PC____FF____FS____S____E____

Absence, in 1/2 days	Reading subscore	Total	Credits	School Program	F SF G Male	Female other	Father's occupation

Name of test: form, date administered, norms.

Appendix D

Response patterns, by scale, of 2,168 subjects to the youth-culture scales and of 2,050 subjects to the father-orientations scales

Key:

The number at the left indicates the position of the item in the Social Interests Inventory, (cf. Appendix A).

Wt: Ascending numbers show that the weights run from 1 to 5; descending numbers show that the weights run from 5 to 1. Persons inclined toward dropping out of school were expected to choose high-weighted responses.

Nr: The number of persons choosing each alternative, by item.

R: The biserial correlations showing how choices for each alternative correlated with the total item-criterion score of the scale for which it was designed. The number of items in each scale of the youth culture columns =20; of the youth culture rows =15; of the father-orientation columns =20; of the father-orientation rows =10.

The columns at the right, six for the youth culture and five for the father-orientation scale, present the biserial correlations of the choices for each alternative with the total item-criterion score for each of the remaining scales. Each scale is identified at the top of the column.

The asterisk, located to the right of one of the correlation coefficients in the row of the first weights for each item, indicates--if columns are listed--the row to which the item also belongs--if rows are listed--the column to which it also belongs.

Social Status

	Wt	Nr	R	IA	Sx	Sol	FF	CC	D
1.	5	235	.503 :	.234	.240	.278	.274	.301	.412*
	4	516	.313 :	.124	.128	.153	.154	.162	.255
	3	79	.175 :	.117	.119	.091	.144	.128	.180
	2	537	-.057 :	-.065	-.055	-.031	-.040	-.079	-.087
	1	801	-.494 :	-.187	-.203	-.256	-.259	-.242	-.377
5.	1	845	-.352 :	-.123	-.170	-.306*	-.170	-.204	-.164
	2	433	-.066 :	-.053	-.058	-.094	-.056	-.052	-.038
	3	112	.117 :	.071	.084	.100	.118	.090	.057
	4	414	.216 :	.055	.067	.188	.076	.097	.073
	5	364	.327 :	.157	.216	.325	.190	.227	.190
7.	5	388	.407 :	.190	.185	.212	.193	.239	.366*
	4	431	.164 :	.017	-.010	.010	.002	.020	.158
	3	91	.112 :	.127	.070	.063	.160	.103	.088
	2	531	-.075 :	-.062	-.051	-.053	-.056	-.043	-.097
	1	727	-.381 :	-.127	-.098	-.129	-.132	-.174	-.321
12.	1	614	-.268 :	-.145	-.163	-.343*	-.150	-.150	-.127
	2	553	-.102 :	-.054	-.094	-.124	-.080	-.092	-.043
	3	178	.168 :	.112	.117	.104	.114	.169	.139
	4	489	.158 :	.067	.074	.204	.073	.086	.033
	5	334	.215 :	.123	.192	.332	.157	.123	.110
14.	1	887	-.409 :	-.125	-.163	-.162	-.201	-.346*	-.184
	2	448	.054 :	-.010	-.025	.001	.017	-.023	-.016
	3	83	.076 :	.013	-.016	-.020	.051	.008	.041
	4	379	.209 :	.073	.083	.101	.110	.208	.052
	5	371	.327 :	.124	.199	.151	.160	.340	.198
17.	1	840	-.280 :	-.094	-.105	-.118	-.269*	-.131	-.101
	2	622	-.061 :	-.034	-.062	-.049	-.077	-.050	-.038
	3	153	.174 :	.088	.101	.133	.184	.092	.073
	4	322	.228 :	.021	.030	.040	.184	.065	.050
	5	231	.282 :	.168	.222	.188	.334	.215	.162
24.	5	484	.543 :	.266	.269	.321	.334	.452*	.302
	4	552	.148 :	.022	-.035	.055	.016	.078	.002
	3	120	.074 :	.045	.025	-.014	.080	.062	.055
	2	514	-.209 :	-.166	-.110	-.129	-.155	-.214	-.144
	1	498	-.505 :	-.132	-.125	-.237	-.217	-.332	-.173

	Wt	Nr	R		IA	Sx	Sol	FF	CC	D
28.	5	147	.408	:	.250	.299	.445*	.268	.293	.275
	4	267	.381	:	.251	.204	.390	.262	.243	.216
	3	158	.264	:	.258	.238	.304	.273	.261	.196
	2	527	.127	:	.048	.042	.091	.067	.075	.048
	1	1069	-.520	:	-.337	-.318	-.522	-.370	-.370	-.306
30.	5	510	.376	:	.254	.322	.289	.284	.333	.366*
	4	526	.185	:	.098	.032	.081	.104	.070	.143
	3	257	.014	:	.050	.027	.003	.036	.051	.035
	2	425	-.210	:	-.155	-.106	-.143	-.175	-.142	-.161
	1	450	-.412	:	-.265	-.297	-.263	-.275	-.333	-.418
33.	5	411	.477	:	.255	.290	.480*	.277	.308	.292
	4	479	.189	:	.096	.065	.210	.052	.097	.099
	3	152	.162	:	.086	.118	.139	.134	.114	.100
	2	528	-.124	:	-.096	-.087	-.175	-.060	-.080	-.099
	1	598	-.503	:	-.236	-.249	-.468	-.268	-.306	-.272
35.	5	460	.477	:	.152	.195	.230	.237	.389*	.204
	4	514	.163	:	-.014	-.029	.019	-.012	.070	.047
	3	102	.098	:	.052	.104	.104	.090	.099	.052
	2	486	-.176	:	-.071	-.090	-.098	-.096	-.163	-.081
	1	606	-.433	:	-.071	-.092	-.159	-.133	-.283	-.162
37.	5	239	.481	:	.348	.334	.361	.510*	.348	.337
	4	360	.370	:	.228	.212	.222	.306	.235	.274
	3	261	.216	:	.197	.160	.157	.200	.205	.205
	2	573	-.025	:	-.054	-.059	-.019	-.079	-.040	-.054
	1	735	-.595	:	-.395	-.352	-.406	-.510	-.435	-.424
39.	5	265	.613	:	.418	.442	.442	.492	.601*	.428
	4	531	.285	:	.183	.137	.165	.197	.260	.172
	3	158	.129	:	.161	.113	.129	.180	.132	.109
	2	667	-.170	:	-.175	-.162	-.131	-.199	-.231	-.127
	1	547	-.538	:	-.323	-.285	-.354	-.365	-.441	-.348
42.	1	988	-.330	:	-.183	-.140	-.177	-.338*	-.203	-.138
	2	600	.064	:	.018	-.044	-.023	.027	.031	-.003
	3	112	.115	:	.111	.032	.108	.131	.041	.062
	4	278	.221	:	.116	.148	.156	.230	.155	.104
	5	190	.322	:	.192	.225	.210	.395	.210	.172
45.	5	421	.329	:	.175	.199	.201	.191	.174	.353*
	4	393	.231	:	.064	.061	.095	.102	.083	.165
	3	170	.145	:	.140	.101	.109	.136	.154	.118
	2	478	-.043	:	-.116	-.089	-.056	-.072	-.076	-.140
	1	706	-.443	:	-.142	-.164	-.221	-.217	-.194	-.323

	Wt	Nr	R	IA	Sx	Sol	FF	CC	D
49.	1	966	-.402 :	-.321	-.265	-.290	-.478*	-.313	-.241
	2	507	.045 :	.082	.029	.039	.034	.074	.063
	3	144	.163 :	.126	.102	.122	.168	.150	.083
	4	276	.276 :	.172	.181	.192	.341	.152	.155
	5	275	.319 :	.238	.216	.225	.412	.239	.160
51.	5	460	.412 :	.196	.300	.260	.232	.283	.419*
	4	584	.202 :	.028	.041	.048	.072	.071	.139
	3	159	.050 :	.084	.018	.044	.075	.052	.033
	2	478	-.184 :	-.111	-.156	-.124	-.136	-.158	-.183
	1	487	-.462 :	-.150	-.190	-.203	-.204	-.220	-.393
53.	5	275	.520 :	.391	.427	.454	.447	.538*	.361
	4	496	.256 :	.147	.149	.152	.162	.255	.158
	3	131	.116 :	.207	.134	.116	.187	.201	.124
	2	518	-.081 :	-.031	-.058	-.048	-.053	-.091	-.033
	1	748	-.473 :	-.382	-.358	-.379	-.401	-.502	-.346
57.	5	353	.532 :	.428	.443	.435	.568*	.449	.434
	4	405	.247 :	.133	.089	.108	.229	.144	.126
	3	96	.180 :	.086	.099	.151	.134	.091	.104
	2	475	-.045 :	-.020	-.043	-.003	-.087	-.042	-.013
	1	839	-.524 :	-.374	-.338	-.390	-.492	-.380	-.383
59.	1	1004	-.386 :	-.272	-.235	-.416*	-.303	-.252	-.225
	2	446	.012 :	.028	-.009	.002	.034	-.004	.008
	3	94	.096 :	.094	.075	.105	.100	.071	.083
	4	294	.231 :	.106	.088	.220	.135	.113	.087
	5	330	.386 :	.291	.297	.455	.305	.298	.257

Independence-Assertion

	Wt	Nr	R	SS	Sx	Sol	FF	CC	D
2.	5	169	.395 :	.279	.265	.417*	.330	.265	.276
	4	328	.336 :	.205	.249	.344	.265	.238	.245
	3	69	.128 :	.203	.042	.125	.168	.098	.090
	2	437	.031 :	.073	.014	.053	.053	.014	.030
	1	1165	-.388 :	-.311	-.261	-.417	-.345	-.265	-.283

	Wt	Nr	R		SS	Sx	Sol	FF	CC	D
4.	5	551	.477	:	.243	.370	.306	.346	.364	.487*
	4	562	.060	:	.672	.005	.024	.006	.008	.133
	3	77	.025	:	.070	.009	.052	.057	.027	-.003
	2	369	-.193	:	-.064	-.143	-.092	-.111	-.137	-.215
	1	609	-.372	:	-.268	-.252	-.257	-.265	-.256	-.429
9.	1	362	-.399	:	-.239	-.308	-.259	-.312	-.437*	-.292
	2	445	-.190	:	-.020	-.180	-.136	-.143	-.206	-.079
	3	150	-.031	:	-.004	-.006	-.003	.003	-.019	-.037
	4	558	-.023	:	.008	-.040	-.005	-.048	.011	-.040
	5	653	.475	:	.181	.407	.303	.384	.480	.325
13.	5	335	.607	:	.304	.416	.400	.570*	.460	.410
	4	467	.252	:	.175	.164	.153	.265	.185	.201
	3	133	.110	:	.110	.044	.075	.097	.073	.104
	2	596	-.186	:	-.067	-.117	-.089	-.171	-.126	-.129
	1	637	-.492	:	-.332	-.329	-.346	-.487	-.378	-.366
15.	5	289	.657	:	.360	.452	.629*	.556	.437	.417
	4	217	.323	:	.155	.177	.253	.234	.237	.184
	3	86	.221	:	.169	.093	.141	.219	.165	.125
	2	361	.065	:	.062	.007	.040	.076	.035	.026
	1	1215	-.592	:	-.342	-.351	-.512	-.503	-.402	-.353
19.	5	617	.494	:	.216	.383	.322	.362	.347	.484*
	4	458	.058	:	.067	-.021	-.034	.025	.016	.114
	3	114	.036	:	.054	-.028	.041	.039	-.023	.017
	2	447	-.184	:	-.095	-.131	-.096	-.144	-.118	-.203
	1	532	-.432	:	-.227	-.266	-.243	-.297	-.274	-.448
20.	5	471	.628	:	.258	.429	.500*	.469	.450	.418
	4	386	.200	:	.069	.114	.175	.111	.122	.129
	3	116	.019	:	.074	-.007	.034	.632	.005	.003
	2	501	-.129	:	.024	-.096	-.090	-.064	-.070	-.076
	1	694	-.557	:	-.305	-.352	-.472	-.431	-.401	-.374
22.	5	562	.531	:	.211	.425	.326	.377	.366	.554*
	4	450	.143	:	.112	.063	.056	.077	.116	.172
	3	121	.047	:	.025	.092	.032	.071	.090	.040
	2	596	-.283	:	-.100	-.226	-.161	-.200	-.201	-.288
	1	439	-.439	:	-.247	-.321	-.254	-.303	-.336	-.486

	Wt	Nr	R	SS	Sx	Sol	FF	CC	D
25.	5	510	.690 :	.387	.527	.521	.662*	.569	.471
	4	456	.195 :	.115	.088	.087	.190	.147	.116
	3	120	.044 :	.116	.024	.048	.067	.069	.048
	2	469	-.138 :	-.053	-.089	-.098	-.161	-.093	-.042
	1	613	-.689 :	-.442	-.485	-.479	-.647	-.585	-.506
27.	5	374	.543 :	.301	.366	.369	.420	.512*	.367
	4	431	.185 :	.100	.015	.074	.100	.151	.076
	3	302	.091 :	.095	.087	.079	.104	.109	.078
	2	492	-.183 :	-.040	-.116	-.075	-.131	-.148	-.124
	1	569	-.477 :	-.350	-.251	-.337	-.365	-.467	-.292
31.	5	152	.626 :	.302	.416	.397	.668*	.458	.345
	4	169	.411 :	.291	.235	.290	.403	.310	.272
	3	70	.258 :	.164	.127	.168	.227	.172	.181
	2	388	.166 :	.170	.129	.157	.194	.127	.148
	1	1389	-.552 :	-.372	-.356	-.399	-.577	-.408	-.369
36.	5	353	.610 :	.237	.470	.386	.460	.456	.535*
	4	415	.288 :	.168	.178	.165	.181	.233	.284
	3	111	.116 :	.067	.061	.074	.145	.037	.080
	2	499	-.097 :	.029	-.040	-.011	-.046	-.073	-.032
	1	790	-.563 :	-.320	-.421	-.384	-.435	-.419	-.553
40.	5	433	.631 :	.310	.416	.414	.593*	.471	.402
	4	391	.261 :	.192	.149	.179	.287	.170	.181
	3	104	.125 :	.079	.068	.094	.123	.095	.060
	2	518	-.131 :	-.016	-.060	-.054	-.124	-.069	-.048
	1	722	-.597 :	-.385	-.395	-.428	-.592	-.453	-.415
43.	1	691	-.218 :	-.112	-.124	-.294*	-.126	-.115	-.100
	2	564	-.004 :	.053	-.018	-.016	.017	-.003	.029
	3	165	.101 :	.095	.100	.114	.133	.094	.066
	4	346	.088 :	.089	.041	.127	.054	.057	.056
	5	402	.161 :	-.046	.096	.236	.028	.055	.012
46.	5	626	.593 :	.239	.486	.361	.441	.478	.555*
	4	507	.099 :	.043	.057	.026	.045	.057	.141
	3	132	.021 :	.000	.015	-.001	.043	-.011	.021
	2	383	-.241 :	-.026	-.171	-.099	-.128	-.166	-.228
	1	520	-.557 :	-.284	-.453	-.340	-.439	-.439	-.568

	Wt	Nr	R	SS	Sx	Sol	FF	CC	D
48.	5	288	.691 :	.407	.494	.503	.588	.612*	.491
	4	342	.356 :	.250	.204	.245	.301	.333	.223
	3	121	.166 :	.119	.120	.099	.185	.170	.101
	2	502	-.030 :	.006	.001	-.004	-.005	-.029	.004
	1	915	-.623 :	-.417	-.432	-.452	-.557	-.567	-.439
52.	5	477	.669 :	.275	.472	.407	.602*	.496	.470
	4	390	.245 :	.118	.104	.118	.224	.146	.152
	3	119	.052 :	.093	.028	.065	.072	.054	.034
	2	415	-.172 :	.032	-.081	-.062	-.112	-.077	-.077
	1	767	-.595 :	-.354	-.398	-.381	-.577	-.457	-.435
55.	5	318	.562 :	.385	.423	.562*	.484	.468	.373
	4	408	.252 :	.157	.150	.242	.198	.177	.152
	3	111	.205 :	.163	.112	.167	.145	.174	.161
	2	498	-.078 :	.014	-.041	-.062	-.041	-.059	.002
	1	833	-.511 :	-.398	-.359	-.506	-.439	-.408	-.378
58.	1	635	-.435 :	-.253	-.316	-.318	-.324	-.447*	-.296
	2	459	-.124 :	-.038	-.078	-.075	-.087	-.130	-.047
	3	154	.097 :	.136	.116	.115	.099	.143	.113
	4	489	.173 :	.091	.104	.140	.106	.168	.094
	5	431	.432 :	.187	.302	.263	.328	.436	.257
60.	5	926	.557 :	.226	.392	.335	.417	.519*	.371
	4	577	-.129 :	-.094	-.170	-.137	-.167	.119	-.124
	3	109	-.001 :	.147	.002	.059	.067	.025	.023
	2	258	-.323 :	-.145	-.195	-.162	-.239	-.306	-.208
	1	298	-.510 :	-.201	-.271	-.275	-.309	-.477	-.300

Sex-Gratification

	Wt	Nr	R	SS	IA	Sol	FF	CC	D
3.	5	482	.577 :	.301	.355	.557*	.372	.400	.393
	4	540	.115 :	.043	.014	.117	.016	.034	.077
	3	180	.002 :	.030	.083	.030	.105	.026	-.002
	2	442	-.224 :	-.128	-.136	-.234	-.141	-.151	-.154
	1	524	-.465 :	-.230	-.270	-.451	-.294	-.293	-.313

	Wt	Nr	R	SS	IA	Sol	FF	CC	D
6.	1	692	-.373 :	-.099	-.231	-.151	-.204	-.371*	-.268
	2	453	-.100 :	.009	-.045	-.034	-.038	-.096	-.035
	3	64	-.063 :	.010	-.047	-.047	-.008	-.029	-.065
	4	389	.056 :	.032	-.007	-.032	.017	.090	.051
	5	570	.464 :	.073	-.298	.230	.245	.425	.297
8.	5	661	.434 :	.230	.336	.292	.438*	.331	.332
	4	492	.045 :	.031	.025	.022	.084	.019	.015
	3	147	-.018 :	.064	.009	.044	.033	.016	-.030
	2	369	-.224 :	-.099	-.164	-.138	-.228	-.180	-.139
	1	499	-.351 :	-.241	-.279	-.26	-.412	-.258	-.268
10.	1	723	-.586 :	-.315	-.391	-.373	-.384	-.458	-.571*
	2	475	-.098 :	-.017	-.045	-.053	-.049	-.028	-.098
	3	203	.122 :	.130	.120	.103	.103	.160	.135
	4	405	.286 :	.147	.135	.160	.145	.183	.294
	5	362	.578 :	.233	.398	.363	.392	.396	.540
11.	5	220	.210 :	.058	.124	.101	.248*	.092	.117
	4	225	.069 :	.114	.027	.045	.178	.016	.036
	3	115	.138 :	.113	.115	.103	.154	.120	.123
	2	494	-.004 :	.027	.443	.032	.024	.024	.010
	1	1114	-.159 :	-.128	-.132	-.117	-.251	-.099	-.109
16.	5	497	.563 :	.311	.419	.415	.390	.394	.588*
	4	456	.223 :	.114	.079	.085	.111	.137	.235
	3	145	.050 :	.035	.125	.088	.108	.060	.039
	2	471	-.176 :	-.074	-.108	-.124	-.084	-.093	-.197
	1	599	-.567 :	-.329	-.401	-.375	-.418	-.416	-.578
18.	1	717	-.559 :	-.298	-.445	-.366	-.440	-.549*	-.453
	2	429	-.124 :	-.050	-.113	-.103	-.098	-.141	-.065
	3	146	.060 :	.083	.036	.035	.071	.066	.063
	4	430	.208 :	.161	.195	.172	.190	.250	.163
	5	446	.602 :	.233	.470	.382	.438	.562	.451
21.	5	442	.577 :	.371	.453	.457	.435	.564*	.477
	4	413	.158 :	.078	.114	.082	.110	.177	.117
	3	228	.070 :	.081	.089	.039	.103	.109	.072
	2	462	-.149 :	-.072	-.153	-.105	-.126	-.174	-.117
	1	623	-.516 :	-.352	-.384	-.376	-.397	-.520	.428

	Wt	Nr	R	SS	IA	Sol	FF	CC	D
23.	1	427	-.395 :	-.288	-.199	-.452*	-.250	-.286	-.230
	2	491	-.213 :	-.115	-.118	-.230	-.139	-.158	-.098
	3	291	.010 :	.014	.033	-.011	.041	.038	.010
	4	567	.157 :	.111	.055	.217	.070	.120	.043
	5	392	.458 :	.287	.250	.481	.302	.303	.295
26.	1	779	-.474 :	-.180	-.305	-.267	-.291	-.320	-.463*
	2	500	-.058 :	.041	.004	-.008	.022	-.019	-.026
	3	126	.002 :	.047	.008	.019	.021	-.011	.039
	4	403	.240 :	.044	.115	.111	.078	.153	.225
	5	360	.523 :	.150	.326	.282	.317	.343	.466
29.	5	974	.645 :	.303	.451	.445	.430	.600*	.478
	4	426	-.039 :	.009	-.025	-.027	-.027	-.023	-.008
	3	83	-.184 :	-.001	-.065	-.096	-.061	-.104	-.106
	2	310	-.344 :	-.176	-.246	-.254	-.221	-.340	-.251
	1	375	-.592 :	-.323	-.431	-.403	.420	-.568	-.474
32.	5	513	.675 :	.364	.494	.432	.500	.514	.673*
	4	459	.213 :	.141	.155	.120	.145	.186	.244
	3	163	-.023 :	.038	.068	.030	.041	.014	.023
	2	470	-.239 :	-.103	-.196	-.142	-.187	-.198	-.224
	1	563	-.607 :	-.395	-.460	-.403	-.454	-.482	-.666
34.	1	421	-.464 :	-.255	-.333	-.343	-.457*	-.355	-.311
	2	489	-.240 :	-.023	-.120	-.146	-.166	-.150	-.097
	3	169	-.035 :	.019	-.015	-.041	.018	-.014	-.016
	4	533	.101 :	.043	.041	.090	.090	.052	.031
	5	556	.537 :	.189	.363	.360	.449	.398	.333
38.	5	746	.659 :	.383	.447	.640*	.492	.476	.464
	4	488	-.003 :	.037	-.022	.029	-.001	.009	-.028
	3	139	-.094 :	.046	.038	-.012	.014	-.040	.006
	2	335	-.321 :	-.158	-.210	-.322	-.221	-.214	-.209
	1	460	-.531	-.414	-.389	-.573	-.449	-.421	-.391
41.	5	664	.727 :	.344	.505	.472	.492	.552	.675*
	4	568	.110 :	.107	.092	.067	.087	.103	.158
	3	122	-.129 :	-.026	-.012	-.054	-.024	-.097	-.064
	2	423	-.366	-.142	-.248	-.213	-.232	-.270	-.343
	1	391	-.667 :	-.431	-.523	-.468	-.511	-.539	-.709

	Wt	Nr	R	SS	IA	Sol	FF	CC	D
44.	5	434	.755 :	.391	.517	.528	.542	.658*	.584
	4	378	.327 :	.201	.190	.193	.228	.307	.261
	3	155	.003 :	.076	.031	.047	.042	.044	.006
	2	457	-.137 :	-.040	-.065	-.078	-.070	-.127	-.069
	1	744	-.697	-.436	-.487	-.494	-.533	-.632	-.575
47.	5	336	.589 :	.413	.461	.492	.562*	.483	.479
	4	435	.245 :	.206	.180	.217	.284	.212	.151
	3	175	.073 :	.078	.149	.060	.149	.107	.095
	2	486	-.117 :	-.034	-.074	-.080	-.094	-.081	-.066
	1	736	-.505 :	-.431	-.438	-.445	-.568	.454	-.412
50.	1	481	-.451 :	-.297	-.255	-.478*	-.295	-.312	-.304
	2	430	-.264 :	-.075	-.142	-.233	-.168	-.169	-.119
	3	171	-.085 :	.016	-.012	-.072	.003	.003	-.060
	4	496	.094 :	.051	.047	.124	.064	.044	.039
	5	590	.578 :	.275	.311	.542	.346	.380	.364
54.	5	250	.590 :	.454	.414	.678*	.457	.115	.404
	4	392	.329 :	.268	.197	.369	.251	.181	.224
	3	184	.144 :	.162	.221	.139	.205	.085	.186
	2	594	-.081 :	-.010	-.067	-.086	-.048	.274	-.032
	1	748	-.534 :	-.490	-.392	-.601	-.464	.345	-.422
56.	5	441	.638 :	.384	.430	.486	.590*	.489	.446
	4	485	.189 :	.098	.060	.104	.159	.134	.113
	3	137	.041 :	.073	.073	.071	.085	.050	.046
	2	498	-.207 :	-.085	-.124	-.132	-.175	-.164	-.115
	1	606	-.532 :	-.360	-.347	-.409	-.509	-.400	-.389

Solitary

	Wt	Nr	R	SS	IA	Sx	FF	CC	D
2.	5	169	.417 :	.279	.395*	.265	.330	.265	.276
	4	328	.344 :	.205	.336	.249	.265	.238	.245
	3	69	.125 :	.203	.128	.042	.168	.098	.090
	2	437	.053 :	.073	.031	.014	.053	.014	.030
	1	1165	-.417 :	-.311	-.388	-.261	-.345	-.265	-.283

	Wt	Nr	R	SS	IA	Sx	FF	CC	D
3.	5	482	.557 :	.301	.355	.577*	.372	.400	.393
	4	540	.117 :	.043	.014	.115	.016	.034	.077
	3	180	.030 :	.030	.083	.002	.105	.026	-.002
	2	442	-.234 :	-.128	-.136	-.224	-.141	-.151	- .54
	1	524	-.451 :	-.230	-.270	-.465	-.294	-.293	-.313
5.	1	845	-.306 :	-.352*	-.123	-.170	-.170	-.204	-.164
	2	433	-.094 :	-.066	-.053	-.058	-.056	-.052	-.038
	3	112	.100 :	.117	.071	.084	.118	.090	.057
	4	414	.188 :	.216	.055	.067	.076	.097	.073
	5	364	.325 :	.327	.157	.216	.190	.227	.190
12.	1	614	-.343 :	-.268*	-.145	-.163	-.150	-.150	-.127
	2	553	-.124 :	-.102	-.054	-.094	-.080	-.092	-.043
	3	178	.104 :	.168	.112	.117	.114	.169	.139
	4	489	.204 :	.158	.067	.074	.073	.086	.033
	5	334	.332 :	.215	.123	.192	.157	.123	.110
15.	5	289	.629 :	.360	.657*	.452	.556	.437	.417
	4	217	.253	.155	.323	.177	.234	.237	.184
	3	86	.141 :	.169	.221	.093	.219	.165	.125
	2	361	.040 :	.062	.065	.007	.076	.035	.026
	1	1215	-.512 :	-.342	-.592	-.351	-.503	-.402	-.353
20.	5	471	.500 :	.258	.628*	.429	.469	.450	.418
	4	386	.175 :	.069	.200	.114	.111	.122	.129
	3	116	.034 :	.074	.019	-.007	.632	.005	.003
	2	501	-.090 :	.024	-.129	-.096	-.064	-.070	-.076
	1	694	-.472 :	-.305	-.557	-.352	-.431	-.401	-.374
23.	1	427	-.452 :	-.288	-.199	-.395*	-.250	-.286	-.230
	2	491	-.230 :	-.115	-.118	-.213	-.139	-.158	-.098
	3	291	-.011 :	.014	.033	.010	.041	.038	.010
	4	567	.217 :	.111	.055	.157	.070	.120	.043
	5	392	.481 :	.287	.250	.458	.302	.303	.295
28.	5	147	.445 :	.408*	.250	.299	.268	.293	.275
	4	267	.390 :	.381	.251	.204	.262	.243	.216
	3	158	.304 :	.264	.258	.238	.273	.261	.196
	2	527	.091 :	.127	.048	.042	.067	.075	.048
	1	1069	-.522 :	-.520	-.337	-.318	-.370	-.370	-.306

	Wt	Nr	R	SS	IA	Sx	FF	CC	D
33.	5	411	.480 :	.477*	.255	.290	.277	.308	.292
	4	479	.210 :	.189	.096	.065	.052	.097	.099
	3	152	.139 :	.162	.086	.118	.134	.114	.100
	2	528	-.175 :	-.124	-.096	-.087	-.060	-.080	-.099
	1	598	-.468 :	-.503	-.236	-.259	-.268	-.306	-.272
38.	5	746	.640 :	.383	.447	.659*	.492	.476	.464
	4	488	.029 :	.037	-.022	-.003	-.001	.009	-.028
	3	139	-.012 :	.046	.038	-.094	.014	-.040	.006
	2	335	-.322 :	-.158	-.210	-.321	-.221	-.214	-.209
	1	460	-.573 :	-.414	-.389	-.531	-.449	-.421	-.391
43.	1	691	-.294 :	-.112	-.218*	-.124	.441	.478	.555
	2	564	-.016 :	.053	-.004	-.018	.045	.057	.141
	3	165	.114 :	.095	.101	.100	.043	-.011	.021
	4	346	.127 :	.089	.088	.041	-.128	-.166	-.228
	5	402	.236 :	-.046	.161	.096	-.439	-.439	-.568
50.	1	481	-.478 :	-.297	-.255	-.451*	-.295	-.312	-.304
	2	430	-.233 :	-.075	-.142	-.264	-.168	-.169	-.119
	3	171	-.072 :	.016	-.012	-.085	.003	.003	-.060
	4	496	.124 :	.051	.047	.094	.064	.044	.039
	5	590	.542 :	.275	.311	.578	.346	.380	.364
54.	5	250	.678 :	.454	.414	.590*	.457	.115	.404
	4	392	.369 :	.268	.197	.329	.251	.181	.224
	3	184	.139 :	.162	.221	.144	.205	.085	.186
	2	594	-.086 :	-.010	-.067	-.081	-.048	.274	-.032
	1	748	-.601 :	-.490	-.392	-.534	-.464	.345	-.422
55.	5	318	.562 :	.385	.562*	.423	.484	.468	.373
	4	408	.242 :	.157	.252	.150	.198	.177	.152
	3	111	.167 :	.163	.205	.112	.145	.174	.161
	2	498	-.062 :	.014	-.078	-.041	-.041	-.059	.002
	1	833	-.506 :	-.398	-.511	-.359	-.439	-.408	-.378
59.	1	1004	-.416 :	-.386*	-.272	-.235	-.302	-.252	-.225
	2	446	.002 :	.012	.028	-.009	.034	-.004	.008
	3	94	.105 :	.096	.094	.075	.100	.071	.083
	4	294	.220 :	.231	.106	.088	.135	.113	.087
	5	330	.455 :	.386	.291	.297	.305	.298	.257

Few Friends

	Wt	Nr	R	SS	IA	Sx	Sol	CC	D
8.	5	661	.438 :	.230	.336	.434*	.292	.331	.332
	4	492	.084 :	.031	.025	.045	.022	.019	.015
	3	147	.033 :	.064	.009	-.018	.044	.016	-.030
	2	369	-.228 :	-.099	-.164	-.224	-.138	-.180	-.139
	1	499	-.412 :	-.241	-.279	-.351	-.262	-.258	-.268
11.	5	220	.248 :	.058	.124	.210*	.101	.092	.117
	4	225	.178 :	.114	.027	.069	.045	.016	.036
	3	115	.154 :	.113	.115	.138	.103	.120	.123
	2	494	.024 :	.027	.443	-.004	.032	.024	.010
	1	1114	-.251 :	-.128	-.132	-.159	-.117	-.099	-.109
13.	5	335	.570 :	.304	.607*	.416	.400	.460	.410
	4	467	.265 :	.175	.252	.164	.153	.185	.201
	3	133	.097 :	.110	.110	.044	.075	.073	.104
	2	596	-.171 :	-.067	-.186	-.117	-.089	-.126	-.129
	1	637	-.487 :	-.332	-.492	-.329	-.346	-.378	-.366
17.	1	840	-.269 :	-.280*	-.094	-.105	-.118	-.131	-.101
	2	622	-.077 :	-.061	-.034	-.062	-.049	-.050	-.038
	3	153	.184 :	.174	.088	.101	.133	.092	.073
	4	322	.184 :	.228	.021	.030	.040	.065	.050
	5	231	.334 :	.282	.168	.222	.188	.215	.162
25.	5	510	.662 :	.387	.690*	.527	.521	.569	.471
	4	456	.190 :	.115	.195	.088	.087	.147	.116
	3	120	.067 :	.116	.044	.024	.048	.069	.048
	2	469	-.161 :	-.053	-.138	-.089	-.098	-.093	-.042
	1	613	-.647 :	-.442	-.689	-.485	-.479	-.585	-.506
31.	5	152	.668 :	.302	.626*	.416	.397	.458	.345
	4	169	.403 :	.291	.411	.235	.290	.310	.272
	3	70	.227 :	.164	.258	.127	.168	.172	.181
	2	388	.194 :	.170	.166	.129	.157	.127	.148
	1	1389	-.577 :	-.372	-.552	-.356	-.399	-.408	-.369
34.	1	421	-.457 :	-.255	-.333	-.464*	-.343	-.355	-.311
	2	489	-.166 :	-.023	-.120	-.240	-.146	-.150	-.097
	3	169	.018 :	.019	-.015	-.035	-.041	-.014	-.016
	4	533	.090 :	.043	.041	.101	.090	.052	.031
	5	556	.449 :	.189	.363	.537	.360	.398	.333

	Wt	Nr	R		SS	IA	Sx	Sol	CC	D
37.	5	239	.510	:	480*	.348	.334	.361	.345	.337
	4	360	.306	:	.370	.228	.212	.222	.265	.247
	3	261	.200	:	.216	.197	.160	.157	.205	.205
	2	573	-.079	:	-.025	-.054	-.059	-.019	-.040	-.054
	1	735	-.510	:	-.595	-.395	-.352	-.406	-.435	-.424
40.	5	433	.593	:	.310	.631*	.416	.414	.471	.402
	4	391	.287	:	.192	.261	.149	.179	.170	.181
	3	104	.123	:	.079	.125	.068	.094	.095	.060
	2	518	-.124	:	-.016	-.131	-.060	-.054	-.069	-.048
	1	722	-.592	:	-.385	-.597	-.395	-.428	-.453	-.415
42.	1	988	-.338	:	-.330*	-.183	-.140	-.177	-.203	-.138
	2	600	.027	:	.064	.018	-.044	-.023	.031	-.003
	3	112	.131	:	.115	.111	.032	.108	.041	.062
	4	278	.230	:	.221	.116	.148	.156	.155	.104
	5	190	.395	:	.322	.192	.225	.210	.210	.172
47.	5	336	.562	:	.413	.461	.589*	.492	.483	.479
	4	435	.284	:	.206	.180	.245	.217	.212	.151
	3	175	.149	:	.078	.149	.073	.060	.107	.095
	2	489	-.094	:	-.034	-.074	-.117	-.080	-.081	-.066
	1	736	-.568	:	-.431	-.438	-.505	-.445	.454	-.412
49.	1	966	-.478	:	-.402*	-.321	-.265	-.290	-.313	-.241
	2	507	.034	:	.045	.082	.029	.039	.074	.063
	3	144	.168	:	.163	.126	.102	.122	.150	.083
	4	276	.341	:	.276	.172	.181	.192	.152	.155
	5	275	.412	:	.316	.238	.216	.225	.239	.160
52.	5	477	.602	:	.275	.669*	.472	.407	.496	.470
	4	390	.224	:	.118	.245	.104	.118	.146	.152
	3	119	.072	:	.093	.052	.028	.065	.054	.034
	2	415	-.112	:	.032	-.172	-.081	-.062	-.077	-.077
	1	767	-.577	:	-.354	-.595	-.398	-.381	-.457	-.435
56.	5	441	.590	:	.384	.430	.638*	.486	.489	.446
	4	485	.159	:	.098	.080	.189	.104	.134	.113
	3	137	.085	:	.073	.073	.041	.071	.050	.046
	2	498	-.175	:	-.085	-.124	-.207	-.132	-.164	-.115
	1	606	-.509	:	-.360	-.347	-.532	-.409	-.400	-.389

	Wt	Nr	R		SS	IA	Sx	Sol	CC	D
57.	5	353	.568	:	.532*	.428	.443	.435	.449	.434
	4	405	.229	:	.247	.133	.089	.108	.144	.126
	3	96	.134	:	.180	.086	.099	.151	.091	.104
	2	475	-.087	:	-.045	-.020	-.043	-.003	-.042	-.013
	1	839	-.492	:	-.524	-.374	-.338	-.390	-.380	-.383

Cliques-Crowds

	Wt	Nr	R		SS	IA	Sx	Sol	FF	D
6.	1	692	-.371	:	-.099	-.231	-.373*	-.151	-.204	-.268
	2	453	-.096	:	.009	-.045	-.100	-.034	-.038	-.035
	3	64	-.029	:	.010	-.047	-.063	-.047	-.008	-.065
	4	389	.090	:	.032	-.007	.056	-.032	.017	.051
	5	570	.425	:	.073	-.298	.464	.230	.245	.297
9.	1	362	-.437	:	-.239	-.399*	-.308	-.259	-.312	-.292
	2	445	-.206	:	-.020	-.190	-.180	-.136	-.143	-.079
	3	150	-.019	:	-.004	-.031	-.006	-.003	.003	-.037
	4	558	.011	:	-.008	-.023	-.040	-.005	-.048	-.040
	5	653	.480	:	.181	.475	.407	.303	.384	.325
14.	1	887	-.346	:	-.409*	-.125	-.163	-.162	-.201	-.184
	2	448	-.023	:	.054	-.010	-.025	.001	.017	.016
	3	83	.008	:	.076	.013	-.016	-.020	.051	.041
	4	379	.208	:	.209	.073	-.083	.101	.110	.052
	5	371	.340	:	.327	.124	.199	.151	.160	.198
18.	1	717	-.549	:	-.298	-.445	-.559*	-.366	-.440	-.453
	2	429	-.141	:	-.050	-.113	-.124	-.103	-.098	-.065
	3	146	.066	:	.083	.036	.060	.035	.071	.063
	4	430	.250	:	.161	.195	.208	.172	.190	.163
	5	446	.562	:	.233	.470	.602	.382	.438	.451
21.	5	442	.564	:	.371	.453	.577*	.457	.435	.477
	4	413	.177	:	.078	.114	.158	.082	.110	.117
	3	228	.109	:	.081	.089	.070	.039	.103	.072
	2	462	-.174	:	-.072	-.153	-.149	-.105	-.126	-.117
	1	623	-.520	:	-.352	-.384	-.516	-.376	-.397	.428

	Wt	Nr	R	SS	IA	Sx	Sol	FF	D
24.	5	484	.452 :	.543*	.266	.269	.321	.334	.302
	4	552	.078 :	.148	.022	-.035	.055	.016	.002
	3	120	.062 :	.074	.045	.025	-.014	.080	.055
	2	514	-.214 :	-.209	-.166	-.110	-.129	-.155	-.144
	1	498	-.332 :	-.505	-.132	-.125	-.237	-.217	-.173
27.	5	374	.512 :	.301	.543*	.366	.369	.420	.367
	4	431	.151 :	.100	.185	.015	.074	.100	.076
	3	302	.109 :	.095	.091	.087	.079	.104	.078
	2	492	-.148 :	-.040	-.183	-.116	-.075	-.131	-.124
	1	569	-.467 :	-.350	-.477	-.251	-.337	-.365	-.292
29.	5	974	.600 :	.303	.451	.645*	.445	.430	.478
	4	426	-.023 :	.009	-.025	-.039	-.027	-.027	-.008
	3	83	-.104 :	-.001	-.065	-.184	-.096	-.061	-.106
	2	310	-.340 :	-.176	-.246	-.344	-.254	-.221	-.251
	1	375	-.568 :	-.323	-.431	-.592	-.403	.420	-.474
35.	5	460	.398 :	.477*	.152	.195	.230	.237	.204
	4	514	.070 :	.163	-.014	-.029	.019	-.012	.047
	3	102	.099 :	.098	.052	.104	.104	.090	.052
	2	486	-.163 :	-.176	-.071	-.090	-.098	-.096	-.081
	1	606	.283 :	-.433	.071	-.092	-.159	-.133	-.162
39.	5	265	.601 :	.613*	.418	.442	.442	.492	.428
	4	531	.260 :	.285	.183	.137	.165	.197	.172
	3	158	.132 :	.129	.161	.113	.129	.180	.109
	2	667	-.231 :	-.170	-.175	-.162	-.131	-.199	-.127
	1	547	-.441 :	-.538	-.323	-.285	-.354	-.365	-.348
44.	5	434	.658 :	.391	.517	.755*	.528	.542	.584
	4	378	.307 :	.201	.190	.327	.193	.228	.261
	3	155	.044 :	.076	.031	.003	.047	.042	.006
	2	457	-.127 :	-.040	-.065	-.137	-.078	-.070	-.069
	1	744	-.632 :	-.436	-.487	-.697	-.494	-.533	-.575
48.	5	288	.612 :	.407	.691*	.494	.503	.588	.491
	4	342	.333 :	.250	.356	.204	.245	.301	.223
	3	121	.170 :	.119	.166	.120	.099	.185	.101
	2	502	-.029 :	.006	-.030	.001	-.004	-.005	.004
	1	915	-.567 :	-.417	-.623	-.432	-.452	-.557	-.439

	Wt	Nr	R		SS	IA	Sx	Sol	FF	D
53.	5	275	.538	:	.520*	.391	.427	.454	.447	.361
	4	496	.255	:	.256	.147	.149	.152	.162	.158
	3	131	.201	:	.116	.207	.134	.116	.187	.124
	2	518	-.091	:	-.081	-.031	-.058	-.048	-.053	-.033
	1	748	-.502	:	-.473	-.382	-.358	-.379	-.401	-.346
58.	1	635	-.447	:	-.253	-.435*	-.316	-.318	-.324	-.296
	2	459	-.130	:	-.038	-.124	-.078	-.075	-.087	-.047
	3	154	.143	:	.136	.097	.116	.115	.099	.113
	4	489	.168	:	.091	.173	.104	.140	.106	.094
	5	431	.436	:	.187	.432	.302	.263	.328	.257
60.	5	926	.515	:	.226	.557*	.392	.335	.417	.371
	4	577	.119	:	-.094	-.094	-.170	-.137	-.167	-.124
	3	109	.025	:	.147	.147	.002	.059	.067	.023
	2	258	-.306	:	-.145	-.145	-.195	-.162	-.239	-.208
	1	298	-.477	:	-.201	-.201	-.271	-.275	-.309	-.300

Dating

	Wt	Nr	R		SS	IA	Sx	Sol	FF	CC
1.	5	235	.412	:	.503*	.234	.240	.278	.274	.301
	4	516	.255	:	.313	.124	.128	.153	.154	.162
	3	79	.180	:	.175	.117	.119	.091	.144	.128
	2	537	-.087	:	-.057	-.065	-.055	-.031	-.040	-.079
	1	801	-.377	:	-.494	-.187	-.203	-.256	-.259	-.242
4.	5	551	.487	:	.243	.477*	.370	.306	.346	.364
	4	562	.133	:	.072	.060	.005	.024	.006	.008
	3	77	-.003	:	.070	.025	.009	.052	.057	.027
	2	369	-.215	:	-.064	-.193	-.143	-.092	-.111	-.137
	1	609	-.429	:	-.268	-.372	-.252	-.257	-.265	-.256
7.	5	388	.366	:	.407*	.190	.185	.212	.193	.239
	4	431	.158	:	.164	.017	-.010	.010	.002	.020
	3	91	.088	:	.112	.127	.070	.063	.160	.103
	2	531	-.097	:	-.075	-.062	-.051	-.053	-.056	-.043
	1	727	-.321	:	-.381	-.127	-.098	-.129	-.132	-.174

	Wt	Nr	R	SS	IA	Sx	Sol	FF	CC
10.	1	723	-.571 :	-.315	-.391	-.586*	-.373	-.384	-.458
	2	475	-.098 :	-.017	-.045	-.098	-.053	-.049	-.028
	3	203	.135 :	-.130	.120	.122	.103	.103	.160
	4	405	.294 :	.147	.135	.286	.160	.145	.183
	5	362	.540 :	.233	.398	.578	.363	.392	.396
16.	5	497	.588 :	.311	.419	.563*	.415	.390	.394
	4	456	.235 :	.114	.079	.223	.085	.111	.137
	3	145	.039 :	.035	.125	.050	.088	.108	.060
	2	471	-.197 :	-.074	-.108	-.176	-.124	-.084	-.093
	1	599	-.578 :	-.329	-.401	-.567	-.375	-.418	-.416
19.	5	617	.484 :	.216	.494*	.383	.322	.362	.347
	4	458	.114 :	.067	.058	-.021	-.034	.025	.016
	3	114	.017 :	.054	.036	-.028	.041	.039	-.023
	2	447	-.203 :	-.095	-.184	-.131	-.096	-.144	-.118
	1	532	-.448 :	-.227	-.432	-.266	-.243	-.297	-.274
22.	5	562	.554 :	.211	.531*	.425	.326	.377	.366
	4	450	.172 :	.112	.143	.063	.056	.077	.116
	3	121	.040 :	.025	.047	.092	.032	.071	.090
	2	596	-.288 :	-.100	-.283	-.226	-.161	-.200	-.201
	1	439	-.486 :	-.247	-.439	-.321	-.254	-.303	-.336
26.	1	779	-.463 :	-.180	-.305	-.474*	-.267	-.291	-.320
	2	500	-.026 :	.041	.004	-.058	-.008	.022	-.019
	3	126	.039 :	.047	.008	.002	.019	.021	-.011
	4	403	.225 :	.044	.115	.240	.111	.078	.153
	5	360	.466 :	.150	.326	.523	.282	.317	.343
30.	5	510	.366 :	.376*	.254	.322	.289	.284	.333
	4	526	.143 :	.185	.098	.032	.081	.104	.070
	3	257	.035 :	.014	.050	.027	.003	.036	.051
	2	425	-.161 :	-.210	-.155	-.106	-.143	-.175	-.142
	1	450	-.418 :	-.412	-.265	-.297	-.263	-.275	-.333
32.	5	513	.673 :	.364	.494	.675*	.432	.500	.514
	4	459	.244 :	.141	.155	.213	.120	.145	.186
	3	163	.023 :	.038	.068	-.023	.030	.041	.014
	2	470	-.224 :	-.103	-.196	-.239	-.142	-.187	-.198
	1	563	-.666 :	-.395	-.460	-.607	-.403	-.454	-.482

	Wt	Nr	R	SS	IA	Sx	Sol	FF	CC
36.	5	353	.535 :	.237	.610*	.470	.386	.460	.456
	4	415	.284 :	.168	.288	.178	.165	.181	.233
	3	111	.080 :	.067	.116	.061	.074	.145	.037
	2	499	-.032 :	.029	-.097	-.040	-.011	-.046	-.073
	1	790	-.553 :	-.320	-.563	-.421	-.384	-.435	-.419
41.	5	664	.675 :	.344	.505	.727*	.472	.492	.552
	4	568	.158 :	.107	.092	.110	.067	.087	.103
	3	122	-.064 :	-.026	-.012	-.129	-.054	-.024	-.097
	2	423	-.343 :	-.142	-.248	-.366	-.213	-.232	-.270
	1	391	-.709 :	-.431	-.523	-.667	-.468	-.511	-.539
45.	5	421	.353 :	.329*	.175	.199	.201	.191	.174
	4	393	.165 :	.231	.064	.061	.095	.102	.083
	3	170	.118 :	.145	.140	.101	.109	.136	.154
	2	478	-.140 :	-.043	-.116	-.089	-.056	-.072	-.076
	1	706	-.323 :	-.443	-.142	-.164	-.221	-.217	-.194
46.	5	626	.555 :	.239	.593*	.486	.361	.441	.478
	4	507	.141 :	.043	.099	.057	.026	.045	.057
	3	132	.021 :	.000	.021	.015	-.001	.043	-.011
	2	383	-.228 :	-.026	-.241	-.171	-.099	-.128	-.166
	1	520	-.568 :	-.284	-.557	-.453	-.340	-.439	-.439
51.	5	460	.419 :	.412*	.196	.300	.260	.232	.283
	4	584	.139 :	.202	.028	.041	.048	.072	.071
	3	159	.033 :	.050	.084	.018	.044	.075	.052
	2	478	-.183 :	-.184	-.111	-.156	-.124	-.136	-.158
	1	487	-.393 :	-.462	-.150	-.190	-.203	-.204	-.220

Status

	Wt	Nr	R	E	FI	PC	FS	Fam
61.	5	246	.483 :	.352	.429	.613*	.154	.120
	4	192	.222 :	.189	.218	.415	.008	.094
	3	64	.298 :	.131	.213	.201	.116	.031
	2	339	.092 :	.120	.153	.105	.030	.165
	1	1209	-.457 :	-.363	-.451	-.598	-.123	.590

	Wt	Nr	R	E	FI	PC	FS	Fam
64.	5	251	.357 :	.331	.547*	.385	.137	.056
	4	232	.280 :	.190	.371	.225	.069	.084
	3	179	.193 :	.144	.233	.142	.064	.105
	2	408	.048 :	.105	.034	.101	.048	.082
	1	980	-.428 :	-.390	-.574	-.432	-.162	-.169
65.	1	428	-.182 :	.096	.172	.179	-.330*	-.120
	2	469	-.117 :	.048	.078	.051	-.160	-.052
	3	188	.072 :	.012	.037	.050	.012	.023
	4	415	.090 :	-.016	-.022	-.022	.088	.057
	5	550	.154 :	-.120	-.221	-.209	.354	.092
67.	1	829	-.411 :	-.125	-.083	-.035	-.259	-.455*
	2	497	-.043 :	.014	.013	.012	-.029	-.032
	3	141	.176 :	.082	.128	.069	.081	.129
	4	333	.276 :	.066	.035	-.006	.189	.309
	5	250	.403 :	.084	.015	.010	.258	.461
70.	1	286	-.147 :	.103	.218	.214	-.289*	-.180
	2	352	-.104 :	.033	.142	.097	-.232	-.106
	3	117	.027 :	.075	.131	.093	-.024	-.026
	4	458	.019 :	.003	.003	-.005	.036	.000
	5	837	.130 :	-.105	-.259	-.209	.297	.179
73.	1	981	-.361 :	-.182	-.261	-.353*	-.086	-.140
	2	444	.075 :	.131	.142	.104	.053	.056
	3	212	.162 :	.064	.137	.112	.02[illegible]	.077
	4	227	.274 :	.118	.196	.300	.033	.065
	5	186	.251 :	.001	.005	.203	.055	.080
75.	5	209	.421 :	.307	.565*	.388	.153	.062
	4	258	.203 :	.164	.385	.175	.015	.018
	3	148	.218 :	.131	.224	.153	.054	.122
	2	489	.008 :	.061	.060	.089	-.022	-.006
	1	946	-.376 :	-.316	-.578	-.387	-.078	-.075
76.	1	494	-.400 :	-.139	-.045	-.049	-.217	-.528*
	2	472	.170 :	-.070	-.048	-.024	-.084	-.223
	3	122	.071 :	.041	.080	.058	-.020	.056
	4	389	.168 :	.056	.100	.066	.018	.158
	5	573	.363 :	.133	-.024	-.006	.269	.544

	Wt	Nr	R	E	FI	PC	FS	Fam
78.	1	495	-.353 :	-.078	-.042	.020	-.411*	-.238
	2	447	-.129 :	-.057	-.013	.022	-.213	-.100
	3	132	.096 :	.044	.126	.066	.019	.007
	4	465	.094 :	-.051	-.017	-.080	.088	.053
	5	511	.340 :	.161	.020	.010	.510	.274
79.	5	254	.435 :	.378	.414	.666*	.147	.078
	4	346	.167 :	.152	.219	.322	-.019	-.017
	3	103	.158 :	.087	.149	.171	.035	.027
	2	503	-.040 :	-.028	.026	-.072	-.034	-.027
	1	844	-.347 :	-.298	-.421	-.545	-.047	-.015
82.	1	1088	-.434 :	-.304	-.511*	-.313	-.145	-.218
	2	455	.133 :	.186	.193	.204	.057	.083
	3	163	.282 :	.171	.301	.179	.117	.125
	4	198	.262 :	.177	.329	.191	.072	.112
	5	146	.342 :	.074	.332	.033	.081	.182
84.	1	419	-.367 :	-.116	-.015	-.028	-.201	-.505*
	2	587	-.164 :	-.029	.008	.011	-.111	-.201
	3	214	.088 :	.051	.089	.043	.053	.037
	4	456	.100 :	-.050	-.071	-.087	.033	.177
	5	374	.431 :	.183	.025	.085	.285	.575
85.	5	300	.389 :	.325	.554*	.413	.113	.075
	4	495	.194 :	.172	.310	.227	.040	.015
	3	211	.096 :	.080	.115	.129	.018	.021
	2	487	-.128 :	-.073	-.152	-.105	-.048	-.012
	1	557	-.384 :	-.362	-.595	-.471	-.081	-.066
87.	1	761	-.479 :	-.351	-.252	-.199	-.306	-.600*
	2	514	-.057 :	-.004	.022	.004	-.037	-.078
	3	137	.203 :	.112	.159	.149	.065	.125
	4	299	.194 :	.161	.114	.026	.117	.334
	5	339	.517 :	.332	.168	.198	.371	.639
89.	1	646	-.477 :	-.239	-.156	-.124	-.479*	-.391
	2	625	-.102 :	.018	.040	.015	-.109	-.060
	3	187	.230 :	.137	.188	.126	.103	.168
	4	344	.284 :	.106	.042	.061	.302	.210
	5	248	.478 :	.147	.001	.013	.574	.396

	Wt	Nr	R	E	FJ	PC	FS	Fam
91.	5	273	.450 :	.372	.493	.600*	.139	.085
	4	404	.258 :	.147	.241	.327	.033	.025
	3	211	.120 :	.098	.152	.130	.020	.050
	2	502	-.105 :	-.003	-.036	-.069	-.032	-.012
	1	660	-.438 :	-.384	-.527	-.617	-.091	-.085
93.	1	405	-.355 :	-.164	-.003	-.025	-.474*	-.336
	2	528	-.205 :	-.064	-.005	.014	-.244	-.190
	3	189	.111 :	.095	.126	.109	.025	.075
	4	467	.111 :	.033	-.029	-.029	.180	.110
	5	461	.377 :	.135	-.032	-.022	.508	.364
94.	5	215	.393 :	.293	.590*	.380	.099	.031
	4	334	.226 :	.196	.386	.282	.001	.010
	3	234	.198 :	.175	.221	.227	.058	.100
	2	546	-.110 :	-.059	-.088	-.078	-.035	-.064
	1	721	-.348 :	-.313	-.582	-.422	-.048	-.017
96.	1	451	-.236 :	.029	.120	.123	-.125	-.409*
	2	506	-.077 :	.089	.148	.103	-.019	-.176
	3	147	.098 :	.063	.101	.044	.036	.079
	4	469	.107 :	-.036	-.092	-.050	.032	.196
	5	477	.158 :	-.113	-.224	-.195	.093	.349
98.	5	257	.441 :	.394	.399	.623*	.188	.138
	4	450	.195 :	.171	.205	.330	.019	.030
	3	208	.182 :	.103	.178	.163	.037	.069
	2	530	-.120 :	-.085	-.095	-.162	-.050	-.018
	1	605	-.412 :	-.355	-.416	-.587	-.101	-.126

Effectiveness

	Wt	Nr	R	SS	FJ	PC	FS	Fam
62.	5	485	.496 :	.292	.280	.325	.541*	.229
	4	411	.178 :	.040	.144	.129	.145	-.021
	3	133	.139 :	.180	.156	.145	.072	.143
	2	339	-.067 :	-.069	.012	-.026	-.167	-.052
	1	682	-.561 :	-.294	-.412	-.408	-.482	-.193

	Wt	Nr	R	SS	FJ	PC	FS	Fam
63.	5	678	.465 :	.186	.224	.344	.167	.411*
	4	352	.036 :	-.000	.028	.048	-.087	.073
	3	72	.104 :	.215	.220	.130	.047	.102
	2	273	-.107 :	.016	.031	-.052	-.005	-.157
	1	675	-.450 :	-.242	-.309	-.376	-.114	-.392
66.	5	326	.478 :	.215	.300	.460*	.254	.194
	4	418	.283 :	.088	.225	.295	.060	.074
	3	173	.114 :	.202	.171	.160	.061	.106
	2	447	-.098 :	-.042	-.037	-.113	-.065	-.030
	1	686	-.507 :	-.263	-.416	-.513	-.190	-.207
68.	5	345	.477 :	.161	.451*	.262	.234	.197
	4	371	.196 :	.091	.261	.116	.109	.020
	3	226	.041 :	.063	.110	.032	.011	.014
	2	447	-.062 :	.011	-.050	-.002	-.063	.008
	1	661	-.449 :	-.222	-.524	-.284	-.198	-.166
69.	5	319	.636 :	.388	.405	.710*	.304	.322
	4	301	.331 :	.106	.206	.321	.089	.156
	3	168	.125 :	.110	.141	.165	.029	.051
	2	368	-.064 :	.001	.010	-.058	-.046	-.027
	1	894	-.585 :	-.340	-.427	-.643	-.217	-.288
71.	5	259	.525 :	.284	.579*	.416	.251	.154
	4	397	.319 :	.101	.360	.226	.051	.111
	3	164	.122 :	.129	.185	.097	.066	.066
	2	440	-.074 :	.000	-.053	.013	-.050	-.057
	1	790	-.504 :	-.277	-.604	-.435	-.161	-.145
72.	5	316	.514 :	.257	.304	.286	.549*	.225
	4	437	.225 :	.068	.159	.138	.209	.028
	3	151	.200 :	.173	.251	.168	.102	.104
	2	495	-.109 :	-.006	-.024	-.026	-.130	-.043
	1	651	-.509 :	-.289	-.410	-.344	-.462	-.175
74.	1	501	-.376 :	-.321	-.258	-.203	-.172	-.542*
	2	442	-.105 :	-.051	.012	.032	-.071	-.186
	3	170	.060 :	.138	.121	.062	.037	.087
	4	448	.124 :	.093	.103	.072	.010	.180
	5	489	.333 :	.217	.092	.136	.214	.510

	Wt	N	R	SS	FI	PC	FS	Fam
77.	1	701	-.318 :	-.216	-.375*	-.155	-.175	-.215
	2	568	.008 :	-.035	-.012	.027	-.025	-.027
	3	151	.091 :	.149	.145	.117	.048	.069
	4	305	.199 :	.090	.245	.098	.091	.075
	5	325	.228 :	.205	.266	.035	.186	.252
80.	1	709	-.410 :	-.285	-.315	-.236	-.198	-.440*
	2	509	-.028 :	-.033	.062	.024	-.061	-.131
	3	158	.165 :	.109	.193	.123	.070	.083
	4	397	.190 :	.109	.101	.095	.080	.242
	5	277	.387 :	.322	.189	.165	.277	.576
81.	5	634	.386 :	.010	.115	.140	.512*	.135
	4	428	.180 :	.037	.147	.118	.102	.030
	3	138	.123 :	.226	.206	.182	.078	.081
	2	375	-.189 :	-.020	-.037	-.056	-.246	-.062
	1	475	-.504 :	-.230	-.327	-.303	-.508	-.165
83.	5	645	.422 :	.115	.179	.462*	.147	.163
	4	502	.030 :	-.038	.009	.079	-.044	-.048
	3	107	.080 :	.183	.183	.121	.046	.057
	2	313	-.149 :	-.014	-.029	-.166	-.066	-.038
	1	483	-.431 :	-.147	-.257	-.529	-.090	-.130
86.	5	273	.554 :	.307	.380	.335	.582*	.212
	4	297	.350 :	.149	.242	.222	.321	.101
	3	135	.172 :	.221	.226	.198	.099	.112
	2	468	.015 :	.031	.048	.028	-.052	.045
	1	877	-.574 :	-.351	-.460	-.399	-.498	-.246
88.	5	408	.555 :	.204	.305	.559*	.244	.225
	4	407	.189 :	.049	.107	.231	.042	.040
	3	132	.074 :	.154	.129	.075	.048	.107
	2	379	-.096 :	-.001	-.026	-.115	-.024	-.016
	1	724	-.514 :	-.241	-.334	-.536	-.214	-.224
90.	5	386	.500 :	.201	.503*	.364	.192	.178
	4	457	.198 :	.017	.223	.114	.012	.054
	3	156	.084 :	.134	.148	.078	.032	.094
	2	441	-.131 :	-.025	-.139	-.064	-.035	-.049
	1	610	-.485 :	-.205	-.526	-.360	-.143	-.182

	Wt	N	R	SS	FJ	PC	FS	Fam
92.	1	1063	-.482 :	-.408	-.356	-.291	-.362	-.496*
	2	502	.143 :	.076	.136	.118	.062	.063
	3	114	.255 :	.266	.211	.205	.204	.194
	4	174	.315 :	.247	.264	.154	.227	.315
	5	197	.409 :	.412	.170	.188	.392	.628
95.	5	480	.496 :	.189	.263	.522*	.203	.202
	4	352	.175 :	.050	.130	.235	-.012	.038
	3	185	.117 :	.131	.147	.137	.035	.084
	2	321	-.088 :	-.001	-.019	-.110	-.025	-.010
	1	712	-.527 :	-.244	-.361	-.585	-.160	-.224
97.	5	280	.526 :	.231	.505*	.348	.262	.219
	4	414	.329 :	.075	.313	.188	.102	.131
	3	213	.106 :	.200	.200	.126	.059	.097
	2	512	-.039 :	-.010	-.077	-.005	.011	-.017
	1	631	-.610 :	-.297	-.597	-.426	-.285	-.276
99.	5	376	.521 :	.310	.294	.31	.317	.515*
	4	382	.280 :	.087	.172	.153	.122	.213
	3	175	.115 :	.176	.172	.101	.086	.110
	2	482	-.115 :	-.060	-.025	-.017	-.116	-.153
	1	635	-.556 :	-.325	-.407	-.382	-.268	-.466
100.	5	342	.464 :	.272	.324	.274	.545*	.145
	4	294	.332 :	.151	.192	.241	.292	.128
	3	147	.131 :	.207	.210	.130	.126	.076
	2	367	.012 :	.021	.074	.004	-.040	.012
	1	898	.538 :	-.343	-.438	-.359	-.529	-.201

Father-job

	Wt	Nr	R	SS	E	PC	FS	Fam
64.	5	251	.547 :	.357*	.331	.385	.137	.056
	4	232	.371 :	.280	.190	.225	.069	.084
	3	179	.233 :	.193	.144	.142	.064	.105
	2	408	.034 :	.048	.105	.101	.048	.082
	1	980	-.574 :	-.428	.390	-.432	-.162	-.169

	Wt	Nr	R	SS	E	PC	FS	Fam
68.	5	345	.451 :	.161	.477*	.262	.234	.197
	4	371	.261 :	.091	.196	.116	.109	.020
	3	226	.110 :	.063	.041	.032	.011	.014
	2	447	-.050 :	.011	-.062	-.002	-.063	.008
	1	661	-.524 :	-.222	-.449	-.284	-.198	-.166
71.	5	259	.579 :	.284	.525*	.416	.251	.154
	4	397	.360 :	.101	.319	.226	.051	.111
	3	164	.185 :	.129	.122	.097	.066	.066
	2	440	-.053 :	.000	-.074	.013	-.050	-.057
	1	790	-.604 :	-.277	-.504	-.435	-.161	-.145
75.	5	209	.565 :	.421*	.307	.388	.153	.062
	4	258	.385 :	.203	.164	.175	.015	.018
	3	148	.224 :	.218	.131	.153	.054	.122
	2	489	.060 :	.008	.061	.089	-.022	-.006
	1	946	-.578 :	-.376	.316	-.387	-.078	-.075
77.	1	701	-.375 :	-.216	-.318*	-.155	-.175	-.215
	2	568	-.012 :	-.035	.008	.027	-.025	-.027
	3	151	.145 :	.149	.091	.117	.048	.069
	4	305	.245 :	.090	.199	.098	.091	.075
	5	325	.266 :	.205	.228	.035	.186	.252
82.	1	1088	-.511 :	-.434*	-.304	-.313	-.145	-.218
	2	455	.193 :	.133	.186	.204	.057	.083
	3	163	.301 :	.282	.171	.179	.117	.125
	4	198	.329 :	.262	.177	.191	.072	.112
	5	146	.332 :	.342	.074	.033	.081	.182
85.	5	300	.554 :	.389*	.325	.413	.113	.075
	4	495	.310 :	.194	.172	.227	.040	.015
	3	211	.115 :	.096	.080	.129	.018	.021
	2	487	-.152 :	-.128	-.073	-.105	-.048	-.012
	1	557	-.595 :	-.384	-.362	-.471	-.081	-.066
90.	5	386	.500 :	.201	.500*	.364	.192	.178
	4	457	.198 :	.017	.198	.114	.012	.054
	3	156	.084 :	.134	.084	.078	.032	.094
	2	441	-.131 :	-.025	-.131	-.064	-.035	-.049
	1	610	-.485 :	-.205	-.485	-.360	-.143	-.182

	Wt	Nr	R	SS	E	PC	FS	Fam
94.	5	215	.590 :	.393*	.293	.380	.099	.031
	4	334	.386 :	.226	.196	.282	.001	.010
	3	234	.221 :	.198	.175	.227	.058	.100
	2	546	-.088 :	-.110	-.059	-.078	-.035	-.064
	1	721	-.582 :	-.348	-.313	-.422	-.048	-.017
97.	5	280	.505 :	.231	.526*	.348	.262	-.219
	4	414	.313 :	.075	.329	.188	.102	.131
	3	213	.200 :	.200	.106	.126	.059	.097
	2	512	-.077 :	-.010	-.039	-.005	.011	-.017
	1	631	-.597 :	-.297	-.610	-.426	-.285	-.276

People-Community

	Wt	Nr	R	SS	E	FI	FS	Fam
61.	5	246	.613 :	.483*	.352	.429	.154	.120
	4	192	.415 :	.222	.189	.218	.008	.094
	3	64	.201 :	.298	.131	.213	.116	.031
	2	339	.105 :	.092	.120	.153	.030	.165
	1	1209	-.598 :	-.457	-.363	-.451	-.123	.590
66.	5	326	.460 :	.215	.478*	.300	.254	.194
	4	418	.295 :	.088	.283	.225	.060	.074
	3	173	.160 :	.202	.114	.171	.061	.106
	2	447	-.113 :	-.042	-.098	-.037	-.065	-.030
	1	686	-.513 :	-.263	-.507	-.416	-.190	-.207
69.	5	319	.710 :	.388	.636*	.405	.304	.322
	4	301	.321 :	.106	.331	.206	.089	.156
	3	168	.165 :	.110	.125	.141	.029	.051
	2	368	-.058 :	.001	-.064	.010	-.046	-.027
	1	894	-.643 :	-.340	-.585	-.427	-.217	-.288
73.	1	981	-.353 :	.361*	-.182	-.261	-.086	-.140
	2	444	.104 :	.075	.131	.142	.053	.056
	3	212	.112 :	.162	.064	.137	.020	.077
	4	227	.300 :	.274	.118	.196	.033	.065
	5	186	.203 :	.251	.001	.005	.055	.080

	Wt	Nr	R	SS	E	FJ	FS	Fam
79.	5	254	.666 :	.435*	.378	.414	.147	.078
	4	346	.322 :	.167	.152	.219	-.019	-.017
	3	103	.171 :	.158	.087	.149	.035	.027
	2	503	-.072 :	-.040	-.028	.026	-.034	-.027
	1	844	-.545 :	-.347	-.298	-.421	-.047	-.015
83.	5	645	.462 :	.115	.422*	.179	.147	.163
	4	502	.079 :	-.038	.030	.009	-.044	-.048
	3	107	.121 :	.183	.080	.183	.046	.057
	2	313	-.166 :	-.014	-.149	-.029	-.066	-.038
	1	483	-.529 :	-.147	-.431	-.257	-.090	-.130
88.	5	408	.559 :	.204	.555*	.305	.244	.225
	4	407	.231 :	.049	.189	.107	.042	.040
	3	132	.075 :	.154	.074	.129	.048	.107
	2	379	-.115 :	-.001	-.096	-.026	-.024	-.016
	1	724	-.536 :	-.241	-.514	-.334	-.214	-.224
91.	5	273	.600 :	.450*	.372	.493	.139	.085
	4	404	.327 :	.258	.147	.241	.033	.025
	3	211	.130 :	.120	.098	.152	.020	.050
	2	502	-.069 :	-.105	-.003	-.036	-.032	-.012
	1	660	-.617 :	-.438	-.384	-.527	-.091	-.085
95.	5	480	.522 :	.189	.496*	.263	.203	.202
	4	352	.235 :	.050	.175	.130	-.012	.038
	3	185	.137 :	.131	.117	.147	.035	.084
	2	321	-.110 :	-.001	-.088	-.019	-.025	-.010
	1	712	-.585 :	-.244	-.527	-.361	-.160	-.224
98.	5	257	.623 :	.441*	.394	.399	.188	.138
	4	450	.330 :	.195	.171	.205	.019	.030
	3	208	.163 :	.182	.103	.178	.037	.069
	2	530	-.162 :	-.120	-.085	-.095	-.050	-.018
	1	605	-.587 :	-.412	-.355	-.416	-.101	-.126

Father-Family

	Wt	Nr	R	SS	E	FJ	PC	FS
63.	5	678	.411 :	.186	.465*	.224	.344	.167
	4	352	.073 :	-.000	.036	.028	.048	-.087
	3	72	.102 :	.215	.104	.220	.130	.047
	2	273	-.157 :	.016	-.107	.031	-.052	-.005
	1	675	-.392 :	-.242	-.450	-.309	-.376	-.114

	Wt	Nr	R	SS	E	FI	PC	FS
67.	1	829	-.455 :	-.411*	-.125	-.083	-.035	-.259
	2	497	-.032 :	-.043	.014	.013	.012	-.029
	3	141	.129 :	.176	.082	.128	.069	.081
	4	333	.309 :	.276	.066	.035	-.006	.189
	5	250	.461 :	.403	.084	.015	.010	.258
74.	1	501	-.542 :	-.321	-.376*	-.258	-.203	-.172
	2	442	-.186 :	-.051	-.105	.012	.032	-.071
	3	170	.087 :	.138	.060	.121	.062	.037
	4	448	.180 :	.093	.124	.103	.072	.010
	5	489	.510 :	.217	.333	.092	.136	.214
76.	1	494	-.528 :	-.400*	-.139	-.045	-.049	-.217
	2	472	-.223 :	.170	-.070	-.048	-.024	-.084
	3	122	.056 :	.071	.041	.080	.058	-.020
	4	389	.158 :	.168	.056	.100	.066	.018
	5	573	.544 :	.363	.133	-.024	-.006	.269
80.	1	709	-.440 :	-.285	-.410*	-.315	-.236	-.198
	2	509	-.131 :	-.033	-.028	.062	.024	-.061
	3	158	.083 :	.109	.165	.193	.123	.070
	4	397	.242 :	.109	.190	.101	.095	.080
	5	277	.576 :	.322	.387	.189	.165	.277
84.	1	419	-.505 :	-.367*	-.116	-.015	-.028	-.201
	2	587	-.201 :	-.164	-.029	.008	.011	-.111
	3	214	.037 :	.088	.051	.089	.043	.053
	4	456	.177 :	.100	-.050	-.071	-.087	.033
	5	374	.575 :	.431	.183	.025	-.085	.285
87.	1	761	-.600 :	-.479*	-.351	-.252	-.199	-.306
	2	514	-.078 :	-.057	-.004	.022	.004	-.037
	3	137	.125 :	.203	.112	.159	.149	.065
	4	299	.334 :	.194	.161	.114	.026	.117
	5	339	.639 :	.517	.332	.168	.198	.371
92.	1	1063	-.496 :	-.408	-.482*	-.356	-.291	.362
	2	502	.063 :	.076	.143	.136	.118	.062
	3	114	.194 :	.266	.255	.211	.205	.204
	4	174	.315 :	.247	.315	.264	.154	.227
	5	197	.628 :	.412	.409	.170	.188	.392

	Wt	Nr	R	SS	E	FJ	PC	FS
96.	1	451	-.409 :	-.236*	.029	.120	.123	-.125
	2	506	-.176 :	-.077	.089	.148	.103	-.019
	3	147	.079 :	.098	.063	.101	.044	.036
	4	469	.196 :	.107	-.036	-.092	-.050	.032
	5	477	.349 :	.158	-.113	-.224	-.195	.093
99.	5	376	.515 :	.310	.521*	.294	.313	.317
	4	382	.213 :	.087	.280	.172	.153	.122
	3	175	.110 :	.176	.115	.172	.101	.086
	2	482	-.153 :	-.060	-.115	-.025	-.017	-.116
	1	635	-.466 :	-.325	-.556	-.407	-.382	-.268

Father-Son

	Wt	Nr	R	SS	E	FJ	PC	Fam
62.	5	485	.541 :	.292	.496*	.280	.325	.229
	4	411	.145 :	.040	.178	.144	.129	-.021
	3	133	.072 :	.180	.139	.156	.145	.143
	2	339	-.167 :	-.069	-.067	.012	-.026	-.052
	1	682	-.482 :	-.294	-.561	-.412	-.408	-.193
65.	1	428	.330 :	-.182*	.096	.172	.179	-.120
	2	469	-.160 :	-.117	.048	.078	.051	-.052
	3	188	.012 :	.072	.012	.037	.050	.023
	4	415	.088 :	.090	-.016	-.022	-.022	.057
	5	550	.354 :	.154	-.120	-.221	-.209	.092
70.	1	286	-.289 :	-.147*	.103	.218	.214	-.180
	2	352	-.232 :	-.104	.033	.142	.097	-.106
	3	117	-.024 :	.027	.075	.131	.093	-.026
	4	458	.036 :	.019	.003	.003	-.005	.000
	5	837	.297 :	.130	-.105	-.259	-.209	.179
72.	5	316	.549 :	.257	.514*	.304	.286	.225
	4	437	.209 :	.068	.225	.159	.138	.028
	3	151	.102 :	.173	.200	.251	.168	.104
	2	495	-.130 :	-.006	-.109	-.024	-.026	-.043
	1	651	-.462 :	-.289	-.509	-.410	-.344	-.175

	Wt	Nr	R	SS	E	FI	PC	Fam
78.	1	495	-.411 :	-.353*	-.078	-.042	.020	-.238
	2	447	-.213 :	-.129	-.057	-.013	.022	-.100
	3	132	.019 :	.096	.044	.126	.066	.007
	4	465	.088 :	.094	-.051	-.017	-.080	.053
	5	511	.510 :	.340	.161	-.020	.010	.274
81.	5	634	.512 :	.010	.386*	.115	.140	.135
	4	428	.102 :	.037	.180	.147	.118	.030
	3	138	.078 :	.226	.123	.206	.182	.081
	2	375	-.246 :	-.020	-.189	-.037	-.056	-.062
	1	475	-.508 :	-.230	-.504	-.327	-.303	-.165
86.	5	273	.582 :	.307	.554*	.380	.335	.212
	4	297	.321 :	.149	.350	.242	.222	.101
	3	135	.099 :	.221	.172	.226	.198	.113
	2	468	-.052 :	.031	.015	.048	.028	.045
	1	877	-.498 :	-.351	-.574	-.460	-.399	-.246
89.	1	646	-.479 :	-.477*	-.239	-.156	-.124	-.391
	2	625	-.109 :	-.102	.018	.040	.015	-.060
	3	187	.103 :	.230	.137	.188	.126	.168
	4	344	.302 :	.284	.106	.042	.061	.210
	5	248	.574 :	.487	.147	.001	.031	.396
93.	1	405	-.474 :	-.355*	-.164	-.003	-.025	-.336
	2	528	-.244 :	-.205	-.064	-.005	.014	-.190
	3	189	.025 :	.111	.095	.126	.109	.075
	4	467	.180 :	.111	.033	-.029	-.029	.110
	5	461	.508 :	.377	.135	-.032	-.022	.364
100.	5	342	.545 :	.272	.464*	.324	.274	.145
	4	294	.292 :	.151	.332	.192	.241	.128
	3	147	.126 :	.207	.131	.210	.130	.076
	2	367	-.040 :	.021	.012	.074	.004	.012
	1	898	-.529 :	.343	.538	-.438	-.359	-.201